QUEEN'S COLLEGES (IRELAND) COMMISSION.

REPORTS

OF THE

COMMISSIONERS APPOINTED BY HIS EXCELLENCY JOHN POYNTZ, EARL SPENCER, K.G., LORD LIEUTENANT OF IRELAND, TO INQUIRE INTO CERTAIN MATTERS AFFECTING THE WELL-BEING AND EFFICIENCY

OF THE

QUEEN'S COLLEGES IN IRELAND,

TOGETHER WITH THE

MINUTES OF THE VARIOUS MEETINGS OF THE COMMISSION, MINUTES OF EVIDENCE, DOCUMENTS, RETURNS, AND TABLES.

Presented to both Houses of Parliament by Command of Her Majesty.

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Warrant appointing Commissioners to inquire into the Queen's Colleges, Ireland.

Chief Secretary's Office,
Dublin Castle.

By the Lord Lieutenant General and General Governor of Ireland.

SPENCER.

Whereas it appears to Us to be expedient and necessary to cause full inquiry to be made into certain matters affecting the well-being and efficiency of the Queen's Colleges in Ireland:

Now We, John Poyntz, Earl Spencer, Lord Lieutenant General and General Governor of Ireland, do hereby nominate and appoint you

Richard P. Carton, Esq., Q.C.
The Reverend Gerald Molloy, D.D.
George Johnstone Stoney, Esq., M.A., D.Sc., F.R.S.
Professor William Jack, M.A., LL.D., and
Deputy Surgeon-General Jeffrey Allen Marston, M.D.

to be Our Commissioners for the said purpose, and We do hereby authorize and direct you, or any two or more of you, to inquire into the following matters:

I. What is the Standard of Education maintained in the Queen's Colleges, or any of them.

II. In what mode Honors and Rewards are distributed in the said Colleges, respectively, among Students, having regard to their numbers and the various branches of Learning taught in the said Colleges.

III. To what extent, and with what results, the Students avail themselves of the advantages offered by the Royal University of Ireland.

IV. As to the Fees charged to the Students in the said Colleges.

And We do hereby further authorize you, or any two or more of you, to report your several proceedings to Us, with such opinions, suggestions, and statements, as it may appear expedient to present to us in the premises.

Given at Her Majesty's Castle of Dublin, this 6th day of May, 1884.

By His Excellency's Command,

(Signed) R. G. C. HAMILTON.

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TABLE OF CONTENTS.

REPORTS.

	Page
Report of the Majority—Dr. Stoney, Prof. Jack, and Dr. Marston,	1–62
Report of Chairman and Rev. Dr. Molloy,	63–104

APPENDICES.

Appendix I. Secretary's Minutes of Proceedings,	i–xx
Appendix II. Minutes of Evidence,	1–354
Appendix III. Documents—Tables—Returns,	355–513
Addenda,	514–519
Indexes of Witness's Names and Evidence,	521
Index to Documentary Evidence,	523

Report of the Majority.

Introduction,	1
I. Standard of Education maintained in Queen's Colleges,	2–44
Faculty of Law,	2–3
Faculty of Engineering,	3
Faculty of Arts,	4–32
Design of the Queen's Colleges,	4
Standard influenced by Educational condition of Students at entrance,	4
Entrants into Queen's Colleges,	4
(α.) University Matriculated Students,	4
(β.) Non-matriculated Students—General Medical Council,	4–5
(γ.) Students Matriculated in Colleges only,	5
Matriculation Standard,	5–10
Matriculation Programme (α.) Belfast,	5
„ (β.) Cork and Galway,	5–6
Summary of Facts as to Entrance,	6
Supposed effect on Schools of low programmes,	6–
Recommendations,	
Object to be aimed at by Matriculation Examination,	
Matriculation in Royal University,	
Matriculation suggested by Board of Colleges,	
Matriculation Examination—Commission of 1857,	8
What Matriculation involves in (α.) an Examining University,	8
(β.) a teaching University,	8
Royal University Matriculation—three possible changes,	9
Number of Students,	9
Intermediate Schools,	9
Intermediate Examinations and Queen's Colleges,	9–10
Different programmes in different faculties,	10
Conclusions,	10

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Page

STANDARD INFERRED from STANDARD for SCHOLARSHIPS, ... 10–24
Scholarship standard—may be considered under three heads, ... 10
First method—evidence of Professors and Examiners, ... 10–11
Competition for Scholarships, ... 11–12
Second method—comparison with Intermediate Examination Results, . . 12–17
Intermediate Result Fees—Provinces, ... 12
Numbers Matriculating in Royal University divided according to Provinces, . . 12
Conclusions stated, ... 13
Differences between the two Examinations, ... 13–14
Illustrative cases, ... 14–17
But result of second method favourable to Colleges, ... 17
Third method—Evidence as to Standard from "Royal," 17–23
Royal University Matriculation—no test for Colleges, ... 17
Royal University Examinations, 1883—percentages of passes in, by the Colleges. . . 18
Discussion, ... 18–20
Provision in Royal University as to Queen's College students passing their "then next Examination" under Queen's University regulations, ... 19
Father Delany's Tables, Appendix III. B., No. 50, ... 19–20
Conclusions upon, ... 21
Dr. Walsh's Tables, Appendix III. B., No. 46, ... 21–23
Remarks upon, ... 23
Recapitulation of Conclusions arrived at by Methods 1, 2, and 3, ... 23–24

EVIDENCE as to STANDARD from DISTINCTIONS in AFTER LIFE, ... 24–27
Undistinguished students, ... 24
Belfast list of distinctions, ... 24–25
Inferences from such list, ... 25
Cork list of distinctions, ... 26–27
Proportion of Medical Students taking degrees in "Queen's," 26
Galway list of distinctions, ... 27
Conclusions stated, ... 27

OPINIONS on STANDARD EXPRESSED by WITNESSES, ... 27–32
Evidence of former students in favour of Colleges, ... 31–32

FACULTY OF MEDICINE, ... 32–44
Standard of Medical Education, ... 32
Three branches of Evidence upon, ... 33
First branch—opinions of Medical Professors, Doctors, and Witnesses on Standard of Medical Education, ... 33–43
(α.) on Medical Education given in Colleges, ... 33–38
(β.) on clinical facilities in connexion with Colleges, . . . 38–43
Anatomy standard—high, ... 38
Practical teaching in Scientific subjects, ... 40
Clinical facilities—Belfast, ... 38–41
" Cork, ... 41–42
" Galway, ... 42–43
Conclusion stated, ... 42
Conclusions and Recommendations, ... 43–44

II. MANNER of DISTRIBUTION of HONOURS and REWARDS, ... 44–48
Scholarships—numbers and particulars of, ... 44–47
Privileges of Scholars, ... 45
Table of possible competitors for Scholarships for past five years, . . . 46
Table of number competing and scholarships awarded for like period, . . 46–47
Proportion of Medical to Arts students, ... 47
Recommendations as to numbers, amounts, and distribution of Scholarships, . . 48

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Page

III. To what extent, and with what results students avail themselves of the advantages offered by the Royal University, ... 48–58
Royal University too recent a creation for this question to be answered satisfactorily . . 48
Complaints as to Royal University Examinations, ... 49
Examination more lenient than London University, ... 49–50
Action taken by Royal University, ... 50
Number of students proceeding under old instead of new regulations, ... 50
Summary view of results thereof, ... 51
Medical students, ... 51
Conclusion stated, ... 51
New requirements of Royal University, ... 51
First University Examination in Arts, ... 52
Possible effect on Engineering faculty, ... 52
Discussion thereon in Royal University, ... 52–53
Suggested compromise, ... 53
Concurrent Education in Arts and Medicine, ... 53
Distinction that should be maintained between a University and Licensing Body, . . 54
Comparison of Royal University with other Universities, ... 54–55
Contrasted views as to difference that ought to be maintained between a University and Licensing Board, ... 55
Effect of course adopted in Medicine, ... 56
(α.) Belfast, ... 56
(β.) Cork and Galway, ... 56
Sending Medical students to Licensing Boards, ... 56–57
Students ceasing connexion with Royal University, ... 57
(α.) Belfast, ... 57
(β.) Cork, ... 57
(γ.) Galway, ... 57
Conclusions stated, ... 58
Comparison of Expense of Medical Education between Royal and Queen's Universities and other Licensing Boards, ... 58

IV. As to the Fees charged to the Students, ... 58–60
Anatomy Fee, ... 59–60
General Conclusions on the four heads of the Inquiry, ... 60–62
General Recommendations, ... 62

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QUEEN'S COLLEGES (IRELAND) COMMISSION.

REPORT.

TO HIS EXCELLENCY JOHN POYNTZ, EARL SPENCER, K.G.,
LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

MAY IT PLEASE YOUR EXCELLENCY,

WE, the undersigned Commissioners appointed to inquire into and report upon certain matters affecting the well-being and efficiency of the Queen's Colleges in Ireland, have the honour to submit to your Excellency the following report:—

The Warrant by which your Excellency was pleased to appoint the Commissioners bears date 6th May, 1884; and the matters which they were directed to inquire into and report upon were:—

1. What is the standard of education maintained in the Queen's Colleges, or any of them?
2. In what mode honours and rewards are distributed in the said Colleges, respectively, among students, having regard to their numbers and the various branches of learning taught in the said Colleges?
3. To what extent, and with what results, the students avail themselves of the advantages offered by the Royal University of Ireland?
4. As to the fees charged to the students in the said Colleges.

The Commissioners held their first meeting on the 15th day of May, 1884. At this and several subsequent meetings requisitions were framed for certain returns to be furnished from each of the Queen's Colleges and also from the Royal University. These returns were considered necessary to enable the Commissioners to ascertain the existing state of each College and its connexion with the Royal University. They felt from the outset that their duties could not be effectually discharged unless they visited each College and held an inquiry there. There were persons who had local and personal interests in the respective Colleges, to whom it was due that an opportunity should be given, without inconvenience, of coming before the Commissioners on the spot. But it was considered that such local inquiries could be most profitably conducted after the Commissioners were in possession of the information embodied in the returns already referred to. The requisitions for these returns were received by the President and Registrar of each College with the utmost courtesy, and the returns were furnished with a promptitude which greatly facilitated the action of the Commissioners. After communicating with the Presidents of the respective Colleges, it was ascertained that they would be obliged, during the week ending 31st May, to attend in Dublin meetings of the Senate and Standing Committee of the Royal University. The Commissioners were thus unable to begin their inquiry at any of the Colleges until after that date. App. III. A. Nos. 1, 6.

The Commissioners were anxious, on the other hand, to close their own inquiries at the Colleges by the end of the last week of the ordinary College Sessions, and they were able, with some difficulty, to do so.

The Commissioners considered it advisable that they should hold their meetings, at which witnesses would be examined, in public, and the sanction of your Excellency to this course was obtained. They first visited Queen's College, Belfast, and held a public inquiry there on the 3rd June and three following days. They afterwards visited Queen's College, Cork, and Queen's College, Galway. They examined the several Presidents and Registrars, and almost all the Professors of each College. In each place they also examined a number of gentlemen not connected with the Colleges, who were desirous of giving evidence on the subjects of the inquiry. In Cork, deputations from the Corporation of the city, from graduates of the Queen's University in Ireland, educated in Queen's College, Cork, and from residents (Catholics and Protestants of the city and county of Cork), and in Galway a deputation from the Town Commissioners waited upon the Commission and presented resolutions and memorials in favour of the Colleges in those places respectively. Copies of these resolutions and memorials

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will be found in Appendix III. C. In addition, an inspection was made at each College of its museums, laboratories and libraries, and of the instruments, apparatus and appliances for scientific teaching. The Commissioners afterwards held two public inquiries in their office in Dublin, which extended over eight days, and they examined numerous witnesses there. Some of these were professors of the Colleges who had been absent at the time of their visit. Others were connected with the Colleges, either as former professors, or as graduates of the Queen's University, or as students of one of the Queen's Colleges. The greater number were gentlemen unconnected with the Queen's Colleges. Two of the Commissioners (Dr. MARSTON and Professor JACK), either separately or together, visited the hospitals and medical institutions in Belfast, Cork, and Galway, connected with the Colleges, and ascertained, as far as could be done by a rapid personal examination, the extent and nature of the means available to the students of medicine for clinical teaching and for the acquisition of a knowledge of the practical side of the medical curriculum. Dr. MARSTON subsequently visited many of the hospitals and teaching institutions in Dublin.

The Commissioners held seventeen public and thirty-one private meetings, and examined in all 119 witnesses. The evidence thus obtained (which was not given on oath), together with the several documents therein referred to, or connected therewith, and tables and returns, with the minutes of their private meetings, will be found in the Appendix I., Appendix II., and Appendix III. A and III. B.

The Commissioners considered it to be their duty to confine their inquiry within the four heads mentioned in your Excellency's Warrant, and they accordingly endeavoured to keep the evidence, as far as possible, within the limits there laid down. Many topics were introduced, and pressed upon them, by some of the witnesses, which the Commissioners thought outside the scope of their Commission. These they accordingly declined to investigate. But they gave a liberal interpretation to the Warrant whenever they had occasion to decide what was comprised in the matters referred to them, and they received all information and heard every description of evidence which appeared fairly to bear upon any of those matters, or which they considered would aid them in making their investigation thorough and their conclusions complete. Under the circumstances already detailed, however, it was impossible to ask for any précis of the evidence which witnesses proposed to tender, and when questions arose in the course of the examination of a witness which required the Commissioners to decide on the admissibility of any portion of his evidence, they had to be decided at the moment. If, on a review of these decisions, the Commissioners may be thought to have erred, it will probably be rather in admitting evidence of general interest, but of doubtful relevancy, than in excluding it.

The Commissioners desire to acknowledge the great courtesy with which they were received by the President and staff of each of the Colleges, and the readiness and frankness with which these gentlemen met them.

The results of the inquiry may be classified under the heads laid down in your Excellency's Warrant.

I. WHAT IS THE STANDARD OF EDUCATION MAINTAINED IN THE QUEEN'S COLLEGES, OR ANY OF THEM?

In each of the Colleges there are classes in the four Faculties of Arts, Law, Medicine, and Engineering.

The Faculty of Arts is subdivided on the Literary side and on the Science side.

(a) FACULTY OF LAW.

There always has been, in each of the Colleges, a small attendance of students in the Faculty of Law. We subjoin a table showing the total number of students attending in this faculty in each of the Colleges during the past five years:—

YEAR.	Queen's College, Belfast.			Queen's College, Cork.			Queen's College, Galway.		
	Matriculated.	Non-Matriculated.	Total.	Matriculated.	Non-Matriculated.	Total.	Matriculated.	Non-Matriculated.	Total.
1879–80, . .	12	4	16	5	2	7	10	0	10
1880–81, . .	19	1	20	4	0	4	8	0	8
1881–82, . .	15	7	22	6	1	7	8	0	8
1882–83, . .	20	9	29	12	2	14	8	0	8
1883–84, . .	14	0	14	7	0	7	9	0	9

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The rule for attendance at lectures prescribed for law students by the Benchers of King's Inns is, that each student must attend three terms of the lectures of each of the two Professors at the King's Inns, and of two of the three Professors at Trinity College, Dublin. Graduates of the Queen's University may qualify for call to the Bar by attending one complete course of two Professors at the King's Inns, and by attending for a year the lectures of two of the Professors of Law in one of the Queen's Colleges, and passing the examinations (if any) held by the Professors at the end of each course. Graduates of the Royal University may qualify for call to the Bar by attending one complete course of the two Professors at the King's Inns, and by attending for one year the lectures of two Professors in one of the Queen's Colleges, and passing a like examination, if such be held. But, to entitle a student to credit for lectures at one of the Queen's Colleges, he must, before he attends the lectures, have been admitted a student at King's Inns, and have paid the substantial sum required there for entrance fee and stamp duty. It was pointed out to us by Professor Mills that in this way, unless a student going to the Bar happens to be resident in Belfast, Cork, or Galway, he has no sufficient inducement to qualify for his call by attending the law lectures in any of the Queen's Colleges. Evid. 3722 Evid. 3744 Evid. 3744.

The ordinary period of apprenticeship for persons seeking to be admitted as Solicitors is five years, but by the provisions of the Attorneys and Solicitors (Ireland) Act, 1866, the period of apprenticeship for a graduate of the Queen's University was reduced to three years. The same Act provides that any student of the Queen's Colleges who has passed any prescribed examination in the Faculty of Law in his College for a period of two Collegiate years is required to serve an apprenticeship of four years only. These privileges have been extended to graduates and under-graduates of the Royal University by section 15 of the University Education (Ireland) Act, 1879: but this again is a privilege which will only operate as an inducement to an apprentice who is residing in Belfast, Cork, or Galway, and serving his time to a solicitor practising in one of those places. The privilege, too, is more apparent than real. An apprentice, after having taken his two years' course of lectures in the Queen's College, would still have to take a three years' course of lectures in Dublin, from the lecturer appointed by the Incorporated Law Society. Thus the period of apprenticeship would be little, if at all, shortened. Apart from a desire to acquire legal knowledge, the only substantial inducement to a student to attend the law classes in the Queen's Colleges is in the scholarships allotted to that faculty, or in the prospect of obtaining the degrees of LL.B., or LL.D., as distinctions in after life.

(*b*) Faculty of Engineering.

The number of students attending in the Faculty of Engineering also is small. It is largest in Cork and relatively very small in Belfast. We subjoin a table showing the total number of students attending in this faculty in each of the Colleges during the past five years:—

Year.	Queen's College, Belfast.			Queen's College, Cork.			Queen's College, Galway.		
	Matriculated.	Non-Matriculated.	Total.	Matriculated	Non-Matriculated.	Total.	Matriculated.	Non-Matriculated.	Total.
1879–80, . .	12	1	13	29	0	29	12	0	12
1880–81, . .	12	0	12	21	0	21	11	1	12
1881–82, . .	11	0	11	35	0	35	10	1	11
1882–83, . .	11	1	12	20	0	20	10	0	10
1883–84, . .	8	0	8	18	1	19	5	1	6

The small number of engineering students is what one would naturally expect to find, having regard to the nature of the profession, the difficulty and the variety of the matters that it deals with, and the limited opportunities it affords to many of those who adopt it.

The numbers attending in the Faculties of Law and Engineering in each of the Colleges being small, we did not consider it necessary to make the same complete inquiries, or to collect the same exhaustive statistics respecting them as with respect to the two more numerously attended Faculties of Arts and Medicine. We have, however, every reason to believe that in each of the Colleges the teaching in the Faculties of Law and Engineering was, and is, sufficient, and the results satisfactory.

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(c) Faculty of Arts.

In considering the standard of education, our attention was naturally directed, in the first instance, to the material with which the Colleges have to deal and the state of the education of the students at entrance.

Standard influenced by Educational Condition of Students at Entrance.

Standard influenced by Educational Condition of Students at Entrance.

The Queen's Colleges were originally designed to meet the wants of a large class who could not afford the only university education then available in Ireland to Irish students, that in Trinity College, Dublin. From the census returns (1881) it appears that their foundation has not diminished the number of students at Trinity College; and there is every reason to believe that, in respect of the moderate cost of the education they provide, they are well adapted to meet the wants of the section of the population for whom they were primarily designed. Several of the College witnesses familiar with their circumstances state that, while unable to maintain themselves entirely on the sums paid and by help of the privileges granted them as scholars, those of the students who hold scholarships, that is, about one-sixth of the students attending, are within a measurable distance of being able to do so. The difference between the value of the Queen's College scholarship, which is worth in money and privileges about £28 per annum, and the cost of residence and education at Trinity College, Dublin, which appears to be about £100 per annum, is wide enough to enable the Queen's Colleges to meet the wants of large classes of students with moderate incomes. To these classes time is as valuable, in an economical sense, as money. Students who belong to them, and they are probably the bulk of the Queen's College students, are likely to press into College as early as they can, and to look to completing their College course so as to be able to earn money as soon as possible. It should be borne in mind that all who are reckoned as students of the Queen's Colleges are actually studying in them.

The students who enter the Colleges at present are of three classes. We give the number of actual entrants for 1883-4.

App. III. A., Nos. 2, 3, 4. Head VII.

	Belfast.	Cork.	Galway.	Total.
1. Matriculated Students in Royal University,	97	30	18	160
" " other Universities,	–	2	–	
" " in the late Queen's University,	13	–	–	
2. Matriculated in the Queen's Colleges,	16	21	9	46
3. Non-Matriculated,	6	14	4	24
	132	67	31	230

University Matriculated Students.

Thus five-sixths of the entrants of 1883 in Belfast, half of the entrants in Cork, and more than half in Galway, have passed a university matriculation examination. Almost all of these have passed in the Royal University. Of the whole of the 230 entrants in 1883 in the Queen's Colleges, 160 or seven out of ten have passed a university matriculation, of whom 145 or 63 per cent. have passed in the Royal University. Its matriculation programme has been settled very recently, after careful consideration by a body in which all educational opinions are represented, and as its fellows are held bound to teach matriculated students, it may fairly be assumed that the 70 per cent., or at the lowest the 63 per cent. of the entrants are fit to profit by instruction in a University College.

The second class—those who pass the matriculation examination of the Colleges—is fractional; it is about an eighth of the entrants in Belfast, about a third of all the entrants in Cork, and about a fourth of those in Galway. In the three Colleges taken together it numbers 46 out of 230, or 2 in 10 of all the entrants.

The third class of non-matriculated students is fractional in Belfast and Galway, and in Cork it amounts to about a fifth. In the whole of the Queen's Colleges there are 24 entrant non-matriculated students, or 1 in 10.

Non-Matriculated Students.

The bulk of the non-matriculated entrants—12 out of the 14 in Cork, are medical students. Of these, 6 have passed the examination in general education of the Royal College of Surgeons, which is recognised by the General Medical Council as guaranteeing a sufficient minimum of preliminary education in Arts. Of the other 8, 6 are medical. They are not known to have passed any "preliminary," and if that is so, they must be attending classes for their own benefit, their attendance not being counted for their professional course until after they have passed such a "preliminary." The whole 8, distributed among the 67 entrants at Cork, who are again distributed over all the first year's classes, cannot seriously interfere with the instruction of their fellow-students, any more than the 6 in Belfast or the 4 in Galway, of whom one has passed at the College of Surgeons. Dr. Curtis, one of the Assistant Commissioners of Intermediate

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Educatioa, who was formerly a Professor ia Galway, gives an interestiag instance of such a noa-matriculated student—

Evid. 7185–86.

"A gentleman came with his two sons to College, and remained there for some time. He attended my lectures on practical mechanics for a term; and this instance, I think, illustrates the advantage of allowing non-matriculated students to attend the College lectures. *Q.* He came and he was in the way of getting good teaching. *A.* But he was not in the way of any one else."

Of the body of such students, hs eays that they did not ia the least hamper the Professor ia his teaching. There are great advantages in a country where many families live remote from good intermediate schools, where students, as is the case with many of the studeats of the Queen's Colleges, are ofteu poor, aad where the desire for College education, comes frequently after ordinary echool life is over, ia leaviug the doors of the Colleges open to non-matriculated students. They thus get as much of a high-class education, at a very moderate price, as they fiad suitable to their requiroments. They are not bouud to follow any particular curriculum, or to take any classes they may not wish; but they cannot compete for the prizes or honours of the College, and they cannot present themselves for degrees. So far as we recollect no witaess has proposed to exclude them from the Colleges.

Evid. Mr. Perry, 684, Dr. Shaw, 8383

The only students whose educational condition at eutrance may be further inquired iato are those who matriculate in the Queen's Colleges themselves. In the year 1883 they numbered two out of every ten entrants. Ono reason, among others, for this iaquiry is, that a great number of the witaesses dwell with emphasis oa the subject. Some of theso witnesses appesr to be uader aa impression that the Collsge Matriculation Examinations are the ordinary portals of entraace into the Queen's Colleges. Several, however, had their attention expressly directed to tbe fact that ths bulk of the new studeats of the Queen's Colleges now matriculate on the Royal University Programme. They stated that the bad effect of the lower programme of the Colleges on the schools and on the students is not, in their judgment, greatly mitigated, and certainly not doue away with by this circumstance. This visw is stated in the evideace of Dr. Walsh especially (7100), and of the Right Rev. Bishop Carr, of Galway.

Students Matriculated in College only.

Evid. 7100. Evid. 6551.

In Belfast only 12 per cent. of the entrants pass the College Matriculation Examinatioa, and it is plaia from the programme that these students pass an examination extremely like that of ths Royal Univsrsity. President Porter expresses his view upon this point—

College Matriculation Programme (c) Belfast.

"1916. . . . . but I may state that I have an opportunity of knowing the standard of the matriculation examination in this College, and also, as a senator of the Royal University, I have had an opportunity of knowing and testing the standard of the matriculation examination there, and I have no hesitation whatever in stating that the standard in this College is as high as that of the Royal University."

The correctness of this opinion as to the character of the Belfast matriculation at present does not appear to be disputed.

In Cork a third, and in Galway a fourth of the entrants matriculate ia the College alone. The programme in hoth places is less extensive thaa that in the Royal University. No douht an examination as severs as the latter, or much more severe, *could* hs carried out on a less extended programme; hut it is not, we think, likely, or geaerally expected, that a modest pass examinatioa in one book in Latin or Greek should be as difficult to the passman as an examination in two books. Some laxity appears to us to prevail ia the interpretatioa giveu to the programme at Galway.

Evid. 5798–5891–5833.

The programmes of hoth Cork and Galway are accepted as satisfying the General Medical Council, and rathsr more than half of the stndents matriculated in the Colleges, seventeen out of a total of thirty, in the two Colleges—are medical stndeats. The matriculation examinations of Cork and Galway were spoken of severely hy two of the four visitors of the General Medical Council in 1873. The observations of these visitors appear to bave been foundsd on a consideration of the programmes then in force, and not on aay inquiry, personally or by correspondence, into the actual conduct of the examination. A letter addressed to tbe General Medical Council by the Board of Examiners at Galway, after the report of the visitors came to their knowledge, is printed in the answer to qaestion 6,933. The examiners offered to conduct their examinstions oa any future occasion in the presence of any Commissioners the Council might appoint—they contradicted as without foundation certaia epecific averments made by the visitors, and thsy emphasised their view of the object of their examinations as "a test of edncation and meatal habit, not a competitive examination wherein the various attainments of msay candidates would have to he differentiated and tabulated." No answer was sent to this letter. The Geaeral Medical Council may have beon satisfied (*a*) that these visitors had exprssssd themselves in a manner scarcely warranted by the facts or by the extent of the investigation they bad made into them, or (*b*) that after the stimulus of the

(b) Cork and Galway.

Evid. 6933.

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visitors' report, the matriculation examination would be made satisfactory, or (c) that the Colleges were taking, or would in future take, sufficient care in dealing with the admission of students under these programmes. At all events, no remonstrance was made, and no official action taken, then or since, by the General Medical Council. The College entrance examinations at the present time may, therefore, be assumed to be satisfactory to the body of eminent medical men officially in charge of medical education. A comparison of the existing matriculation programmee of the Colleges with those given in the report of the visitors, * pp. 186, 187, shows that both programmes have been raised. Professor Jack, of Cork, says: "Without going into any invidious comparisons, we took care, particularly since 1874, that our matriculation examination should certainly not fall below the level of that of the licensing bodies."

Evid. 3441.

SUMMARY OF FACTS AS TO ENTRANCE.

It appears then that of the 46 entrants in the Queen's Colleges, who matriculated on the College programmes, 16 matriculated in Belfast on a programme equivalent to that of the Royal University; 17, being medical students in Cork and Galway, matriculated on a programme satisfactory to the General Medical Council, and only 13, or 5 per cent., of all the entrants remain. These 13 students have shown at entrance such an amount of knowlsdgo as the General Medical Council considers necessary to fit students to profit by College education in professional snbjscts.

The College authorities in all the three Colleges point out tbat their object in holding these College examinations is to discriminate botween those whose failure to pass them shows that they are not fit to receive University training, and those whose passing is held to prove that tbey are reasonably so. As a matter of experience, they declare unanimously, and without hesitation, that they find no deficiency of fitness for collegiate instruction in the students who matriculate in the Collsges alone. We see no reason to question their judgment. In corroboration of it, we may refer to the evidence of Mr. Anderson, who was a Galway student up to three years ago, and who took his degree at Cambridge, as Sixth Wrangler, in June, 1884.

Evid. 7363–64.

SUPPOSED EFFECT ON SCHOOLS OF LOW PROGRAMMES.

Several witnesses point out that the announcsment of programmes materially lower than that of the Royal University tends to create an impression that school may be left sooner than it ought to be, and it is urged that thie is eminently dangerous whsn entrance scholarships are tbrown open for competition to students who have passed on such programmes, so that boys, as it has been put, may he tempted or bribed away from the school. A great deal of svidence was brought forward, and a correepondence was produced with reference to the cases of three youths—Hanly, Mapothcr, and Leonard—who had been in the French College, Blackrock, about ten years ago, and who afterwards went to Galway. It appears that a private conversation having been reported in an official document without permission, the circumstances of the three cases were discussed at great length, and that on investigation the chargee that had been made broke down. The matter has little more tban historical interest, and the reflex action of the Queen's Colleges on the schools is not one which is directly submitted for our consideration in Your Excellency's warrant.

Evid. 7193, *et seq.*

Evid. 5013.

So far as it may be supposed that the Queen's Colleges may tempt boys at school to leave it at a lower stage of advancement than is secured by the Royal University matriculation standard, the following statement will show that they cannot do so to any great extent.

Very few students who have only matriculated on the College programmes get entrance scholarships. In the Belfast list of 46 who obtained College scholarships in 1883, we have found only two names of students matriculated in the College programme —one of them in law and one in engineering. In the Cork list of 14 who obtained entrance scholarshipe in 1883 ten are, and four are not matriculated stndents of the Royal University. Of the four, one, a law student, is a B.A. of Cambridge; one is a law exhibitioner, and, in the subjects in wbich thsy competed for their scholarships, the two science scholars are both placed before a matriculated Royal University student. In the list of 16 entrance scholarshipe and exhibitions obtained at Galway in 1883, there are 15 Royal University students, and one matriculated in Queen's College, Galway, who stands second in the list of five science scholars, being before three otber successful competitors who matriculated in the Royal University. From the list given in Appendix No. 43, it appears that he probably got about two-thirds of full marks in the subjects of his scholarship. Practically, therefore, after the Royal University has been two years in oporation, it appears tbat the entrance scholarships bardly fall to any but matriculated Royal University students. The scholars who are not so matriculated appear to have been well qualified in the subjects of their scholarships.

* Report of the Visitors of Examinations, deputed by the General Medical Council, 1873. General Medical Council Office, 315, Oxford-street, London, W.

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Even in a monetary point of view, the temptation to those likely to win scholarships is not very great, except perhaps to boys resident in one of the three collegiate towns. Residence and study at the College are conditions of holding a scholarship, and it would not be easy for a student to maintain himself at the College for eight months on £24 a year, less the half fees which a scholar has to pay to the College. In addition, the entrance scholar at the Queen's Colleges is not secure, as he is at many other places, of a certain amount of assistance during his whole course. He holds his entrance scholarship for the year only, and at the end of it he has to compete for another scholarship tenable for two years more. In Belfast, from the number of possible competitors, he can have no security; in Cork and Galway, where the number of possible competitors in the Colleges is at present about the same as the number of scholarships, he must still come up to the scholarship standard. In the latter Colleges also all the students who have passed the 1st Royal University Examination in Arts are entitled to compete with him and to take and hold the scholarship on the condition of residence and study in the College. Evid. 160, 176, 2033–37, 4786–8.

Such as it is, the objection to the programme would be practically removed if Cork and Galway followed the example of Belfast and made their own matriculation programme in arts, and perhaps in law, what would be substantially equivalent to the Royal University programme. RECOMMENDATIONS.

The question of university matriculation is one upon which opinions differ widely. There are witnesses who think that no student is ripe for a university college who is not up to the abiturient or school-leaving standard of Germany. Others would desire that a university student should have passed the senior, or at least the middle grade of the Intermediate. Others, again, would be satisfied with any examination giving reasonable security that the entrants to colleges are likely to profit by collegiate teaching (*vide* the evidence of the Queen's College authorities *passim*; and as an illustration, Prof. Armstrong, question 3242). This view of the proper object of a matriculation examination is explicitly stated in the Cork Calendar for 1881, quoted in 2408, "Persons intending to become matriculated students of the College in any of the faculties or departments of faculty are required to pass the matriculation examination whereby they are declared competent to pursue the course of study prescribed to students in that faculty." Professor Maguire of the University of Dublin, who was for eleven years a Professor in Queen's College, Galway, expresses a similar view in his evidence:— OBJECT TO BE AIMED AT BY MATRICULATION EXAMINATION. Evid. 7931–7924, Father Reffé. Evid. 8486. App. III. B. No. 50, II. Evid. 3271, 8288. Evid. 3242. Evid. 2408.

"7845. Would you regard the test of the matriculation examination to have been adequately applied if it was proved by long experience that the students did benefit by the education received subsequently in College?—If you ask me was the matriculation a test of their capacity to benefit by the lectures, and they did benefit, I would regard it as quite sufficient. I have not the slightest doubt my examination would test the amount of capacity to benefit by the course of lectures on Latin. 7846. Was that the case with the bulk of the students or with only a few?—Nearly all that passed. 7847. Then any statement that would represent a class of students as being able to benefit by the education, and another class as being allowed to pass improperly who could not benefit by the education, would not be true in any sense or degree?—It would not, anyone who passed was capable of benefiting. Some gave up college, or went astray, but it was not for want of intellectual capacity."

The principle stated by the authorities of the Queen's Colleges appears to be the same as that adopted in the University of Dublin, where the ordinary undergraduate who is not seeking honours or rewards enters on an examination precisely similar.

"7812. Would a student be able to enter Trinity College on the same sort of knowledge as would be required for entering the Queen's College?—Certainly; substantially the same, and I would undertake to send them off in the train, and that the result would be the same." Professor Maguire.

Professor Tyrrell of Dublin, expresses a similar view, and he believes that the discretion exercised by the Senior Fellow who admits or rejects in Trinity College, Dublin, is based upon that view. Evid. 7417. Evid. 7429.

It may be pointed out that a number of Colleges in Cambridge, even now, have no entrance barrier, and that what exists in others was set up very recently; that, of the Scotch Universities, Glasgow alone has an entrance examination, which is applied only to students under seventeen, and has only been held twice; that the new University Colleges such as Owens College, Manchester; the Mason College, Birmingham; University College, Liverpool; the University Colleges of North and South Wales, of Leeds, Dundee and Bristol, usually have an entrance examination applicable only to those under sixteen, and that University College, London, having had a general entrance examination for years, found after experience that it was better to limit it to those under sixteen. Evid. 4224.

The matriculation programme of the Colleges is, however, in our opinion, a much less important matter than might be inferred from the mass of evidence presented to us on the subject. It affects only two out of ten of the students, while the matriculation of the Royal University affects seven out of ten. In future the proportion who pass the Royal University Matriculation Examination may be expected to increase, as no new

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Queen's College student can obtain any University honour, prize, or degree, without having passed it. Belfast has nearly abolished the separate college examination, by making its standard substantially identical with that of the Royal University, and if our recommendation is carried out, and Cork and Galway likewise adopt the Royal University programme for their matriculation examination in the faculties of Arts and Law, a similar result will probably follow.

Evid. 2, 3.

MATRICULATION IN ROYAL UNIVERSITY.

Our evidence, which is, however, imperfect on all points affecting the Royal University, does not indicate that the matriculation standard in the Royal University, or the mode in which it is applied to the candidates, can be considered as at all settled. Authorities like Dr. Walsh and Father Reffé think it much too easy, while Father Delany thinks it much too hard in Greek. It appears from the evidence of Dr. Walsh, who was a member of the Standing Committee on one occasion when it dealt with the matriculation examination, that the Standing Committee and not the examiners settle who are to pass—that a principle of compensation among the subjects, which appears to us a sound principle if it is not carried too far, but which is complained of as not having been indicated in the University regulations, has been acted on by the Standing Committee—and that they have on certain occasions condoned complete, or almost complete, failure in certain subjects (*vide* evidence, Dr. Walsh and Father Delany, 8320–8327, 8331–8334, 9362–9365, 9384–9386). We look upon the matriculation examination of the Royal University, therefore, as at present in an unsettled condition, and while we recommend the Colleges to make their arts and law matriculation, which is the condition *sine qua non* of students being allowed to compete for arts and law entrance scholarships, practically equivalent to it, we are not prepared to recommend that they should abolish their own separate examination, and place themselves unreservedly in the hands of the Royal University Senate.

MATRICULATION SUGGESTED BY BOARD OF COLLEGES.

The subject of matriculation examination was dealt with by the Board of Colleges—who consisted of the Presidents and Vice Presidents of the three Colleges—about the time when the Colleges were started. Their proposals appear to have been considered impracticable, and to have been departed from. The Queen's College Commission which reported in 1857, expressed an opinion which has been often quoted in our evidence :—

Evid. 2401–2402, Prof. Lewis.

"The matriculation examination is the first point of contact between the College and the school, and the only point through which the action and reaction, of each on the other, are being constantly communicated. This examination must, therefore, be always maintained at a high standard, as indicating the termination of school education, and the starting point of College studies.

"Nothing could, we conceive, be more injurious to the interests of education than a low standard of matriculation examination . . . . . .

"We therefore recommend that the matriculation examination be maintained at the same standard as originally fixed by the Board of Colleges."

Nothing is so difficult as to say what should be the end of school, and the beginning of college work. In any case, the opinion expressed by the Commission twenty-seven years ago, does not appear to us to bear on the matriculation examination of an examining University. Our evidence shows that the students of the Royal University and the students of the London University frequently continue in school after matriculation.

Evid. 8196, 8204, 8210, 8213, Fr. Delany.

WHAT MATRICULATION INVOLVES—

(a) IN AN EXAMINING UNIVERSITY;

In fact, the matriculation of an examining University only expresses the opinion of its authorities, as to the amount of general education which ought to be required of all candidates for University degrees in every faculty. The very restricted choice between certain alternative subjects, which is left to the candidate at his matriculation, is a limited provision to adapt what is nominally one examination to the slightly varying wants of the faculties. In the Royal University there are four compulsory subjects, and a fifth may be selected by the candidate, out of nine alternative languages. In London University there are five compulsory subjects, and two others may be selected by the candidate out of a group of four languages. Thus, what is really the matriculation examination of the Royal University is the proof of that general knowledge, without which no University honours can be obtained. It is broken up at present into two parts, separated by a year's interval; the first part being the matriculation so called, and the second, the first University examination in arts, which is in the same subjects, but on a more advanced programme.

(b) IN A TEACHING UNIVERSITY.

The matriculation examination of a teaching University is a sieve through which it is intended that only those who are fit to benefit by the teaching can pass, while all who *are* fit should get through. These are its two essential aims, and a failure to secure either condemns it. If the meshes of the sieve are too close you may inflict a serious injury on every young man excluded, by barring his way to a College career and educational development. The difficulty is, perhaps, most frequently encountered in the case of young men with a pronounced aptitude in one direction. If the meshes are too wide, you may discredit the College, retard the progress of the classes, and waste the time of those who, on passing, are induced to enter on a kind of life for which they are not fitted.

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In an examining University, on the other hand, matriculation is but the first step on the way to degrees; and it is a matter of mere convenience and expediency what fraction of the entire work necessary for degrees shall be taken in the first, which is generally called the matriculation examination. When the University gives numerous degrees, and when it is of opinion that a certain minimum of common culture should be required as a condition for all of them, its examination tests the candidate's possession of this minimum, and no one is allowed to proceed for any degree till he has passed it. In London, this examination is taken at entrance. In the Royal University, it is broken into two parts, one at entrance, and one a year later.

Our evidence points to four possible changes in the Royal University matriculation.

1. The student may be permitted to pass the first University in arts at once, without having to go through matriculation a year beforehand; or,

2. The first stage may be abolished, and a single *sine qua non* examination prescribed on the level, or on something like the level, of the present First University in arts; or,

3. Separate matriculations may be instituted for the different faculties; or,

4. If there continue to be an arts condition precedent to all degrees, it may be moved a step or two forward in the direction of the Second University in arts or of the arts degree. Whether one examination or several successive examinations are held to secure that this condition is satisfied, the arts standard laid down as a condition precedent to all degrees measures the real matriculation of an examining university. Its level is settled for reasons totally different from the proper time for school teaching to end and for college teaching to begin. Such a University as London knows nothing of schools or colleges, or the relations between them. The Royal University requires its fellows to be ready to lecture to its matriculated students in recognised colleges; but, as in London, any student may study elsewhere under any teacher or under none.

NUMBER OF STUDENTS.

An interesting question, which was not submitted to the consideration of the Commissioners, is that of the reason why more Irish students do not avail themselves of the advantages offered by the Queen's Colleges. One reason, viz., the disfavour with which the Catholic Church has looked upon the Queen's Colleges, is universally understood, and is not obscurely hinted at by numerous witnesses. The subject obviously lay outside the scope of the inquiry which your Excellency directed us to make, the evidence which came before us in relation to it was necessarily fragmentary, and in the imperfect form in which it has been presented, it cannot be regarded as a basis for trustworthy inference. As matters stand, however, since the institution of the Queen's Colleges the number of students receiving University instruction in Ireland appears to have been more than doubled.

Evid. 8272. App. III., B. No. 50, IIa.

Evidence with respect to the condition of Intermediate schools in Ireland—a subject only remotely connected with our inquiry—which was presented in view of statements made in Cork by Dr. Sullivan and Professor Ridgeway, makes it plain that many young men in Ireland, whose acquirements would make them suitable subjects for education in a university college, do not avail themselves of the Queen's Colleges. We have not inquired whether, or how far, a similar state of things prevails in other parts of the United Kingdom. No doubt, in every country, a large number of those who leave school fit to enter college fail to do so.

It is of course impossible to do more than conjecture what the young men who have passed the Senior Grade of the Intermediate, and who have not appeared at the Queen's Colleges or at Trinity College, Dublin, or at the Catholic University College, might have done under other circumstances. We shall assume the general accuracy of Father Delany's tables, which, however, are not official, and which may be subject to correction. Whether, after deductions due to such considerations as we have indicated, there might remain a balance of students who would have taken a different course from that which they have taken under circumstances different from those which have existed in Ireland, and whether such a balance would have been small or considerable, are hypothetical questions on which argument could not easily be exhausted, and on which our evidence being necessarily imperfect does not allow us to state an opinion.

App. III. B. No. 50.

Of the 1,237 who have passed the senior grade in the five recent years to which the tables refer, 614 are or have been in these five colleges; others of the 623 remaining are no doubt in other university colleges or universities in Ireland or elsewhere, or in other institutions which train for special professions.

SOURCES OF SUPPLY OF STUDENTS.

It is of course obvious at a glance, that the actual supply of University students in Ireland could not be maintained from the senior grade of the Intermediate alone, with its average of 247 annually. In 1883, which was for them a year of great depression, the Queen's Colleges alone had 230 entrants. A large number of students must have entered the Queen's Colleges and the Royal University and other places of collegiate education from the middle grade, which is much more numerous, and a certain number, not very large, seem to have entered Cork from the junior grade. Considering the

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App III. B. No. 50, Head, I b.

difficulty Irish parents experience from the comparative paucity of commercial openings in the country in finding suitable occupation for their sons, the actual supply of University or College students does not seem excessive. It is maintained to a considerable extent from the senior grade, to a considerable extent also from the middle, to some extent from the junior, and probably, as in Scotland, to some extent from the primary or National or other schools supplemented by private study.

Calendars.

Coming back to the matriculation examinations of the Colleges we find that the Cork matriculation is three-fold. (1.) In Arts and Law, (2) in Medicine, (3) in Engineering. In Belfast and Galway there are only two types of entrance examination, that for Arts, Law, and Medicine, and that for Engineering. The inherent difficulties of the subject are well illustrated by these differences in practice. In engineering, in particular, no classical or modern language is required at matriculation in the Colleges. The programmes are not identical in the three Queen's Colleges. In engineering they appear to be more extensive in Cork and Galway than in Belfast. From the character of the profession to which it leads the attendance on the subject of engineering is necessarily small. It appears to have been thought unwise by the authorities of the Colleges, to shut out engineering students desirous of College training and distinctions on account of a deficiency in Greek and Latin, or at first in modern languages. Under the Queen's University such students would, however, have studied French as one of the subjects of their curriculum. They proceeded in considerable numbers to degrees. In 1881, for example, eight students obtained the degree in engineering. In future, under the Royal University, such students will have to pass the matriculation of the University and the first University in Arts, which imply a considerable knowledge of Latin, and generally, of Greek or Foreign languages, before they can be admitted to any professional examination or degree.

Different Programmes in Different Faculties.

Conclusions Stated.

We are of opinion that—

1. The matriculation programmes of all the Colleges in Arts and Law should be made practically equivalent to the present matriculation programme of the Royal University.

2. The Colleges may maintain, if they think fit, a separate matriculation examination for engineering and a separate examination for medicine, so as to enable students in these faculties, who come up to the arts standard generally expected in their professions, to compete for the limited number of scholarships now allotted to them.

3. As at present, no obstacle should be put in the way of non-matriculated students, the number of whom is relatively small.

It is not meant, of course, that the Colleges should accept a low standard of matriculation for engineering and medicine. There is no reason why Belfast should not continue to require from its students of medicine, if it finds such a course practicable, as we may assume that it does, a matriculation equivalent to that of the Royal University. At present Cork and Galway have a different programme for medicine and for arts.

Standard inferred from Standard for Scholarship.

Standard inferred from Standard for Scholarship.

The standard of the education maintained in the Queen's Colleges may be further inferred from the consideration of the standard for scholarships, including those at entrance, those at the end of the first year, and the senior scholarships. The amount and distribution of the several scholarships is fully detailed under Question II.

The programmes of the examinations for these scholarships are published in the calendars beforehand, and they appear to us to be reasonable. The scholarships are given on what is very much the standard of the Royal University honour matriculation, for the entrance scholarship; and of the first University in arts honours, for the scholarships at the end of the first year. But there is a fundamental difference in the fact, that the subjects of these examinations, on which Royal University exhibitions would be awarded, are separatsd for the scholarships into two portions, on the literary and the scientific side. The science scholarships are given on an examination purely mathematical; the literary scholarships on one in Latin, Greek, and English, without French or German, for the entrance, but with them for the scholarship at the end of the first year.

The standard set up for scholarship may be considered under three heads:—

1. Direct evidence as to this standard from the professors who are examiners.
2. The light thrown on the standard to which the scholars attain, by a comparison with results obtained at the Intermediate examination.
3. A similar comparison with results at the Royal University.

1. The examinations for scholarships are conducted by the College professors, who have described to us their system of marking, the per-centage of marks they require in

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each case, the highest and lowest marks on which scholarships have been given for a term of years, and numerous other minute, but interesting and important academical particulars. The professors say that the student must obtain a certain proportion of marks on their examination papers, and they supply us with their programmes and their papers. Dr. Allman and Dr. Townsend, of Galway, add a full statement of this per-centage of marks in Galway for literary and science scholars during the last two years. Dr. Allman's table will be found in the Appendix III. B, No. 40, and Dr. Townsend's, same Appendix, No. 43. For 1883–84 it appears that the highest on the list of the entrance literary scholars got 54 per cent. of full marks, and the lowest 42 per cent. This was exceptionally low, the average of the three preceding years being 80 per cent. for the top man, and 51·3 per cent. for the lowest successful candidate. The highest successful candidate among the science entrance scholars got 82·5 per cent. and the lowest 31·25. The case of the last man was gone into by Dr. Allman in great detail and explained in a satisfactory way. It is obvious from the evidence and from the tables that the records are very carefully kept; that every case is gone into fully. Instances may of course have occurred where a scholarship may have been given to a student who had not done very well in the examinations, but the tables and the evidence indicate that such cases must have been rare, and have not been more numerous than they would probably be in other colleges or universities. A witness who was himself one of the recent scholars of Galway, Mr. Anderson, who has since taken his degree with high honours at Cambridge, states that, in his judgment, those who were scholars in his time at Galway, were fit to receive scholarships and competent to win them according to a reasonable standard.

Evid. 100–104, 367–377 *et seq.*, 871–5, 1168–79, 1225–32, 2004. 2046–8. 2393 *et seq.*, 2424–7, 2474–78. 3193–98, 5609–39, 5852–62, 6093–106, 6746–52. Evid. 7329–7332.

We shall not detail the evidence in the calendars about the actual standard of the scholarship examinations. It appears to us that there is a reasonable programme, and that the examiners have drawn a reasonable minimum line, below which a successful candidate is not allowed to fall. On a review of what they have actually done, the Professors are of opinion that the scholarships have been fairly earned. They regard the scholarships as rewards for academical acquirements on the one hand, and as aids to enable competent students generally of moderate means to obtain a high class college education on the other. In both aspects the scholarships are of importance to the prosperity of the colleges.

Evid. 615 767, 774, 795, 868–71, 1872, 2134, 2144, 2242–47–51, 3207.

The competition for the entrance arts scholarships in each college is open to all students who matriculate either in the colleges themselves or in the Royal University. In Belfast the number of possible competitors is a considerable additional guarantee for the adequacy of the standard in which scholarships are awarded. In the last five academical years, 107 students actually competed for fifty arts entrance scholarships in Belfast, which were all awarded. Even before entrance the students coming up to Belfast have frequently measured themselves against each other in the schools from which a number of them come, and in other examinations. At the beginning of the second year, they have been working at college for a year together, and have been tested against each other in numerous class and prize competitions. It is not surprising, therefore, that the number of competitors for the fifty scholarships at the beginning of the second year which are tenable for two years, should have fallen to seventy-two. The fifty scholarships were again awarded. The competition for the senior scholarships is limited by the same considerations. In the five years fifty-four candidates competed for the thirty-five senior scholarships. During the five years, therefore, 233 students competed for 135 scholarships, and 134 were actually awarded.

App. III.A. No. 2. Head VI.

App. III.A., No. 2.

The competition in Cork and Galway is not sufficient to determine the standard, which is therefore fixed independently by the Examiners. In Cork, in the five years, only 20 competed for the 25 entrance scholarships in literature, and 14 scholarships were awarded; while 53 competed for the 25 entrance scholarships in science, and 27—two being taken from the surplus on the literary side—were awarded. In classics there were thus fewer competitors than scholarships available at entrance, and this was notably the case in 1882 and 1883. In the two years since the foundation of the Royal University only four competitors appeared for the 10 entrance classical scholarships, and three were awarded. For the scholarships given after the first year's course is over, the number of competitors in the five years (50) was the same as the number of scholarships. The number awarded was 39. The number of competitors (50) for the 35 senior scholarships open at the end of the third year of college, of which 29 were awarded, seems to indicate that students who had at first stood low in comparison with others, had considerably advanced during their college course. In all, 173 students competed for the 135 arts scholarships in the five years, and 109 were awarded. The proportion of competitors was somewhat lower in the two years since, and somewhat greater in the three years before, the foundation of the Royal University.

App. III.A., Nos. 3 & 4.

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App. III. A., No. 4. In Galway, in the five years, 105 presented themselves for the arts entrance scholarships, and 48 were awarded; 63 presented themselves for the 50 scholarships at the beginning of the second year, and 46 were awarded. For the 35 senior scholarships there were 56 competitors, and 33 were awarded. In all there were in Galway 224 competitors for the 135 scholarships, and 127 were awarded.

No doubt, a college which has occasionally more scholarships than competitors is exposed to a certain temptation to let down its minimum standard. Belfast is not really supposed to have done so. In Galway the number of competitors has generally been greater than the number of scholarships, and 8 of the 35 were not awarded; while in Cork, where the competition has been least, especially since the foundation of the Royal University, the number of awards has been kept considerably below the number of competitors.

App. III. B., No. 5. 2. The standard attained in the Queen's College scholarship has been considered very minutely in view of the places taken by some of the Queen's College scholars in the Intermediate examinations. The subject was introduced partly in connexion with evidence, led by President Sullivan and Professor Ridgeway at Cork, to the effect that school education in Munster is very backward, and even that school education in Ireland is Evid. 2111. below a reasonable standard. In view of this it was argued that the efficiency of the College in Cork was more strongly brought out. The facts with regard to the comparative state of school education in the Provinces of Ireland are difficult to ascertain precisely. We may take two pieces of evidence. One is that supplied in Dr. Sullivan's figures about Intermediate schools.

"2112. I shall take the Intermediate examinations as a test. For shortness sake I will take the number of exhibitions awarded at the Intermediate examinations together, according to provinces, and here is the result: the value of the exhibitions awarded in Leinster in 1881 amounted to £2,260, in Ulster to £1,860, in Munster to £710, with a population a little over that of Leinster, and not much behind that of Ulster. In 1882, the amounts were £1,210 in Leinster, £950 in Ulster, and £275 in Munster. In 1883, Leinster had £1,165, Ulster £770, Munster £340. I have the returns also given by order of the House of Commons recently, of the amounts of "Results Fees" paid to teachers. They stood thus, in 1881, Leinster got £5,430, Munster £3,222; in 1882, Leinster got £1,973, because they had cut down the results fees, and Munster £1,138. Perhaps it would be better to give the totals for each of the three years—Leinster £9,128, Ulster £6,395, Munster £5,497, and Connaught £1,119."

So far as these figures go they seem to show that the schools in Munster and Connaught are considerably behind those of Ulster and Leinster. In the comparison of result fees, Munster gets about £3, where Leinster gets about £5 (in 1881 and 1882), the latter province having a little the advantage in population. Over the three years the result fees show Connaught about £1, Munster about £5, Ulster about £6, and Leinster about £8.

The inference which may be drawn from the number of exhibitioners, who represent the more highly educated youth of the country, is much more unfavourable to Munster, and the fact indicates that the number of schools in Munster capable of bringing students to a relatively high standard, bears a much smaller proportion to the number of similar schools in Ulster or Leinster than when the provinces are compared, in respect of ordinary pass school work.

App. III. B., No. 18. Dr. Sullivan supplies us with another table which may be taken to indicate approximately the proportions in which the four provinces are able to supply students qualified to enter on training in a University College. It shows that the numbers of those who matriculated in the Royal University from schools or colleges in the provinces of Ireland were—

	1881.	1882.	1883.
Connaught,	7	6	7
Munster,	38	50	94
Ulster,	71	156	153
Leinster,	296	123	178
Totals,	412	335	432

It is of course obvious that scholars whose home is in one of the provinces may frequently have been educated in another, and would be credited to it.

Except in reference to such arguments bearing on the distribution of educational facilities in the areas supplied by the Colleges, it has been no part of our duty to form any estimate of the state of intermediate schools in Ireland, but abundant evidence has been given incidentally before us to show that a number of schools in Ireland are capable of bringing large numbers of their pupils to a high level. The places obtained in the 8217. University of London by the school or college of St. Stanislaus, Tullamore, may be mentioned as an example.

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After careful consideration, we are unable to attach great importance to the evidence drawn from a comparison of the lists of the college scholarships and the Intermediate reports. CONCLUSIONS STATED.

In the Intermediate examinations, candidates accumulate marks from a great variety (over 15) of subjects, some literary, others scientific, amongst which they make every kind of selection.

In the scholarship examinations of the Queen's Colleges, the literary are separated from the science subjects, and the subjects prescribed for the scholarship examinations are consequently few—three for the science entrance, and three or four for the literary entrance scholarships. DIFFERENCE BETWEEN THE TWO EXAMINATIONS.

As an illustration, the first 12 senior men in the Intermediate of 1882, took an average of 8·9 subjects, and 16 men whose names were taken consecutively and at haphazard from the middle of the list, took an average of 6·5 subjects. The Queen's College student, who is preparing for his entrance scholarship in the college at an examination four months later than the Intermediate, will certainly concentrate himself, in the interval, on the limited number of subjects for his scholarship, and may do much better in them than he did in the Intermediate. He may very probably have been concentrating himself on that small number of subjects before the Intermediate itself, and there is evidence in some of the selected cases, that he occasionally goes into the latter examination on the few College subjects alone. If he does so, he can only obtain a modest total of marks, and he will take a low place in the final list by aggregate of marks. Generally the College scholarship is his primary object. If he gains it, he proposes to himself and he will be able to take a College course. Even when the subject is nominally the same in the two examinations, there is no reason to expect that a boy who is preparing himself carefully for a scholarship, *e.g.*, in mathematics, on a course including six books of Euclid, and fairly advanced reading in algebra, and trigonometry, will take the same sort of place in that examination, and in another on two books of Euclid, more elementary algebra, and arithmetic. His rivals in the latter have usually been steadily preparing these subjects, in the narrower form, for a year, in a school expressly organized for success in the Intermediate examinations.

When the place which a scholar, at the end of his first year, or a senior scholar, has taken in the Intermediate is scrutinised in the same way, these remarks apply with greater force. The scholar has certainly been spending the eight months at least, or, in the case of a senior scholar, the three years immediately preceding his examination, in a course of reading which has no relation to the Intermediate, for which his competitors have been steadily and exclusively preparing. Every examination, which has a definite programme needs special preparation for it, the more special the more elaborate is the programme. A competent examiner, with plenty of time, could easily discover which of two boys had advanced furthest, *e.g.*, in Latin, if they were sent up to him to be examined in any way he chose. On the programme of the Intermediate examination, the question put to him is, not where a boy stands, *e.g.*, in Latin, but, to how many marks he is entitled in a competition where Latin is broken up into five separate portions, in each of which a certain number of marks is attainable. In the former case, he can estimate fairly the relative thickness of the coatings of Latin which the two boys have taken on. In the other, he can only say how far a particular boy has been diligently painted in a predetermined fashion, and he can make no comparison between him and another, whom a different examiner has examined in a different way on different books, and with different values attached to the subdivisions of his subject. Professor Maguire, of Trinity College, Dublin, who has been an examiner both in one of the Queen's Colleges and under the Intermediate Board, dwells upon this point. Evid. 7720–23,7772–77.

It is the same in mathematics. Professor Malet allows hardly any weight to the arithmetic questions which are occasionally set in the mathematical papers for the scholarships at Cork. What is meant by mathematics for the entrance science scholarship is fairly advanced algebra, six books of Euclid with deductions, and trigonometry. In the junior grade Intermediate the subject of mathematics is subdivided into— Evid. 2468.

Arithmetic,	500 marks.
Book-keeping,	200 „
Euclid, 3 books,	350 „
Deductions,	150 „
Algebra to simple equations,	500 „

It is obvious that two such examinations have no relation to each other, and that without considering what is understood by mathematics in the two cases, a comparison between them would be misleading.

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In illuetration of these obvious general remarks, we shall analyse in detail a few of the more salient cases that have been brougbt forward in the course of our evidence, some of which re-appear several times in the evidence of important witnesses.

Evid. 3884, *et seq* The first instance was that of a Cork entranco scholar who was 321st out of 2,484 wbo passed in the Jnuior Intermediate Grade iu June, 1881. In October, 1881, he obtained a sixth entrance science scholarship, the one after the last, one having been taken over from the literary scholarships not awarded. Ilis Intermediate marks in June were as follows :—

1200	1200	1200	700	700	500	600	500	200	Maximum marks.
Greek.	Latin.	Engl.	French.	Ger.	Italian.	Celt.	Arith.	Bk-keg.	Subjects.
306	472	582	224	0	0	0	360	80	

500	500	500	600	300	150	500	500	Maximum marks.
Euclid.	Algb.	Nat. P.	Chem.	Boty.	Phgy.	Dwg.	Music.	Subjects.
400	371	285	0	0	30	0	0	

The marks underlined, heing 40 per cent. or more of full marks, indicate honours answering at the Intermediate in arithmetic, Euclid, and algebra, which are the only subjects common to both exaauinatious. In the three he gets 1,131 out of 1,500, or 75 per cent. of full marks. The eutrance scholarship examination is in four subjects—the three specified and trigonometry. In Enclid there are eix hooks, and deductions in the six instead of three hooks, and deductions in the first two, as in the Intermediate. Algebra includes qnadratics, logarithms, progressions and biuomia theorem for the entrauce scholarshipe ; and goes only as far as simultaneous equations of the first degree, aud easy quadratics in the Intermediate. Trigonometry, which is the most advanced subject of the scholarship, and which is not asked in the Intermediate, has probably a large proportion of the marks. "Hardly any weight is given to arithmetic, *per se*, in the first year scholarships. There may be one question in the algebra paper." Evid. 2468. "I consider," adds Professor Malet, "arithmetic should not be weigbted heavily in an examination for scholarship, and consequently, *per se*, I allow it to count for very little." The Intermediate requirements in mathematics do not appear to amouut to more than perhaps a third of what are wanted for the scholarship. To do pretty well in this scholarship in October, a student must have read more in mathouatics iu June than the requirements of the Intermediate. From the honour mark in natural philosophy (285 out of 500), it is plain that this particular etudent had a turu for science. He did creditably also in English, but was low in classics and French. He is obviously a mathematical student, with a school training in other subjects enahling him to score fairly. A clever lad in matheuatics is often weak in languages, but ereditable in English, as this lad was. So far as the detailed examination of the case goes, it proves that the lowest of the mathematical entrance scholarships in Cork was giveu, in 1881, to a student whose marks in the Iutermediate four mouths previously show that he was Evid. 3893. specially a mathematician, and well trained in the eubject. The Very Rev. Canon Coghlan, the head of St. Finn Barr's, Cork, wbere the boy was trained, says that they had several boys much better, hut he is properly careful to explain that "when we Evid. 3894. speak of anyone being better in general edncation, we take in every subject wbich belongs to tbat grade." His school had, No. 231, a classical hoy, who got 480 marks on the three subjects of the science scholarship, No. 183, who got 849 marks, No. 72, who got 784 marks, No. 68, who got 873 marks. In the suhjects of the Cork scholarship, for which he obtained last place, the 321st man in the Intermediate was therefore a long way before all the "better men" from his school.

The second case is that of a scholar who ohtained the third science entrance scholarship in 1879. In June, 1880, he was placed 319th in the middle grade of the Intermediate. From a comparison of the marks he is prohably the saine who went in for the Intermediate juuior grade in 1879. If it be so, he is No. 2,319 on page 70, and the initial of his middle name is omitted. On this supposition the following is his record :—

June, 1879—Junior Intermediate—

1000	1000	1000	700	700	500	600	500	200	Maximum marks
Grk.	Latn.	Eng.	Fr.	Ger.	It.	Celt.	Arth.	Bkg.	Subject.
		309					400		

500	500	400	400	250	200	500	500	Maximum marks.
Euc.	Alg.	Nat. P.	Ch.	Phy. Geo.	Bot.	Dwg.	Music	Subject.
350	387							

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October, 1879—Third Science Scholarship at entrance.
June, 1880—Middle Intermediate—

1000	1000	1000	700	700	500	600	300	0	Maximum marks:
Grk.	Lat. 451	Eng.	Fr.	Ger.	It.	Celt.	Arth.	Bkg.	Subject.
600	600	500	500	0	400	500	500		Maximum marks.
Euc. 295	Alg. 260	Nat. P.	Ch.	Phy. Geo.	Bot.	Dwg.	Music		Subject.

October, 1880—Fifth Science Scholarship at beginning of second year.

What this student did is obvious at a glance. In 1879 he went in for the Intermediate in a haphazard way, without special preparation, on four subjects, three of which he was reading for his scholarship. In all of these he got honours, getting 76 per cent. of full marks on the average of ths three, the othsr subject heing English, on which he got no honours. Four months after, he went in for the entrance echolarshiy at Cork on the three subjects on which he got honours, ou a much more advanced prc gramme in each of thesc subjects, and on trigonometry. His Intermediate results poim clearly to his being a good mathematical student. In June, 1880, he went in agaiu for ths middle grade of the Intermediate, after a college session of eight months, in which his work was not in the least directed to that examination. For this second Inter mediate he made even less effort than before. He took in no English, thongh he had made a moderate number of marks in it a year before, and no arithmetic, in which suhject he stood high in 1879. His examination in Euclid and algebra was more advanced than for the junior in 1879, but on a very much lower standard than the lectures he had had during the session, and which were practically on the subjects of his scholar-ship in 1880. In Euclid, the Intermediate hoys had gone forward in the year from the first three hooks by addiug on the fourth book, and by adding dsductions from Books III. and IV. In algebra, they had added to the junior grade course, involution, evolution, indices, surds, and problems involving quadratic equations. For his scholarship, the student would be examined in Euclid, six booke, eleventh book, and elementary principles of solid geometry. In algebra, he would take in theory and use of logarithms, elements of deterruinants, and elements of tho theory of equations. In addition to these two subjects, ho had two others—trigonometry and analytical geometry. In his scholarship, in 1880, he was only fifth, whereas he was third at entrance. In his Intermediate, iu 1880, he still obtained honours in the two suhjects of the scholarship which he took in, but they were distinctly lower than those he had in 1879, doubtless bscauss hs had been reading on a different staudard, and with a different object during the year. None of the lads who are compared with him, and who, of course, in general, were in training during tho year for this particular exauination, thought of taking three subjects (as he did in 1880), or four subjects (as he did in 1879). Thus, No. 245 (qnestion 3,905) took in six eubjects; No. 78 (qnestiou 7,911) eight subjects; No. 69 (question 3916) eight subjects; No. 51, seven subjects; No. 28 (question 3,925), nine subjects. The evidence from the Intermediate examination is entirely consistent with the results of the scholarship. Both examinations indicate that he was a pretty well traimed boy in the elementary parts of mathematics, but rather fell behind relatively to others, as he advanced in the subject. It is clear that he simply went in for the intermediate and secured marks on a few suhjects about which, especially in 1880, he had not troubled himself for that examination, and in which it was easy for him to score. Evid. 3905, 3911, 3916, 3925.

Another case is that of a senior classical scholar in October, 1880. This student presented himself for the senior intermediate examination in June, 1880, and obtaiued forty-seventh place, of course, immediately after his College session, and while preparing for the Queen's University degree in October, which he took with first-class honours. Evid. 4055.

Professor Jack, of Cork, says with rsgard to him :—

"4283.—Did you happen to know Mr. Boyle at the time he went in for this examination?—I did. He was reading for another examination altogether, and he went in with practically no preparation at all. He wanted to get a book prize. He was a poor lad. His father was not in very good circumstances, and had a large family. So the youth was anxious to get a book prize. He thought he could do that, and without any preparation he went in for the examination. 4284. Did he get it?—I believe he did. 4285. —You do not think that a person who goes in on his general knowledge for an examination of that kind, and gets a lower place, can be brought into comparison with others who received special training for a year?—No experienced examiner would contemplate such a thing for a moment. I believe Mr. Boyle got first classical sizarship in Trinity College almost immediately after.

It is pointed out that he was beaten in the Intermediate by other young men from

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Munster. Take, for example, the top man in his own class of the Intermediate—those to whom first-class prizes of £6 were awarded :—

	1000	1000	1000	700	700	500	600	500	700	Maximum marks.
	Gr.	Lat.	Eng.	Fr.	Grmr	Itl.	Celt.	Euc.	Alg. & Art.	Subjects.
No. 21.			426	388				450	650	
No. 47.	560	725	323	370				245	370	

	600	400	600	500	200	200	500	500	Maximum marks.
	Trig.	El. Mec.	Nat Phl.	Chm.	Bot.	Art. Phy.	Dwg.	Music.	Subjects.
No. 21.	485	180	440	158		110			
No. 47.	150	120							

The two men stand on altogether different platforms, No. 21 being a very good mathematical and natural science man, with no classics ; No. 47 making his marks mainly in classics, but showing a fairly good training in mathematics. No. 21 makes two-thirds of all his marks by the five science subjects in the centre of this table. Nearly half the marks which No. 47 makes in his eight subjects are secured in the two subjects of Latin and Greek. That in his Intermediate examination No. 47 was "taking a shot," is clearly enough shown by his mark in English, 323 in 1,000. English is a subject in which any good classical scholar, who has gone through an English course at College, might be expected to stand well, if he tried ; and this student had previously obtained a first prize in English at College.

A good classical scholar would make a creditable total, even when going in for a classical paper for which he had not prepared, but he would be almost certain to stand below one who, for the whole preceding year, had been carefully going over the special books and the special portion of history, for which 54 per cent. of the whole marks are
Evid. 4279. assigned. In his classics No. 47 gets 1,285 out of 2,000. The others referred to in Q. 4279, who are from Munster, are No. 32, who is also classical, and who gets 1,286 ;
Evid. 4280. No. 25, also a classical lad, who gets 1,499 ; No. 14, also classical, who gets 1,587 ; No. 7, also classical, who gets 1,513 ; No. 3, also classical, who gets 1,584. These young men were all reading specially for this examination in Cork, or at least in Munster, in what appear to be good schools, specially organized, as our evidence indicates, for the examinations of the Intermediate Board. It is the system of the Board to offer every inducement, to the schools and the pupils, by exhibitions, prizes, and results fees, to prepare for and pass these examinations ; and the schools are organized throughout the year mainly with that view. The fact that students so prepared in such schools stood a little before No. 47 in classics in an examination for which it is morally certain that he could not have specially prepared, because he was preparing for other things, and being taught without reference to this examination, is not a proof that they would have stood higher than he in the examination for the degree in 1880, or for the Trinity College Dublin, sizarship, which he obtained shortly afterwards, or that they were better classical scholars. What is relevant to our inquiry is, that the Intermediate examination indicates that he was a sound classical scholar, and makes it probable, as far as it can go, that he was entitled to the honours he obtained in Cork, and at the Queen's University. All the young men named show clearly enough, by the marks which they obtained, that they had been in regular training for the race and doing their best in it. The marks which No. 47 accumulated outside his classical marks, show of themselves that he was not in training for it, and, in fact, was a mere outsider who had entered in the hope of getting a prize. On the other hand, No. 3 presented ten subjects, on the first five of which he got 3,272 out of 4,400, or 70 per cent., not getting less than 60 per cent. on any of the five, and getting 50 per cent. also on two others. No. 7 presented ten subjects and got 3,244 or 70 per cent. on the same five subjects, and also 50 per cent. in the two other subjects.

We have dwelt specially on these three cases because they are referred to in the evidence of several witnesses. We take one or two additional instances at hazard. Some are interesting to the witnesses who bring them forward, on grounds which do not materially touch our inquiry. Thus a boy who matriculated in London University from St. Stanislaus, Tullamore, in 1878, and who was still in that school in 1880, obtained an entrance scholarship in Galway in the latter year. The rule of the school was to send the second highest class forward for matriculation. This boy was last in the second highest class, but he passed the London matriculation which is not any where complained of as too low, and he obtained an entrance scholarship in Galway apparently after spending two years subsequent to matriculation in London in

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what the evidence shows to have been an admirably organized school. Father Delany, who was then head master of St. Stanislaus, says :—

"He was a good, hard-working student. I am not in any sense finding fault with him at all. I am sure they did the best they could, but it shows the comparison of the London standard, the school standard, and the Queen's College, Galway, standard. In school he was the last of his class, in London University he was in second division, and in Galway he was a scholar." Evid. 8227.

He was the last of the second highest class in the school in 1878, and passed the London matriculation in that year. Two years afterwards he apparently proceeded from the school and obtained the Galway entrance scholarship. If a boy is not fit for the training of a university college after spending two years subsequent to his London matriculation in an excellent school, it is hard to say what class of students should be admitted. It is not surprising to learn that "he has since distinguished himself in Galway—he has had a good career in Galway." The result proves that he was fit for entrance, and it does not bear on the matter of our inquiry that seven students in his own class in this school stood above him two years before he went to Galway. Evid. 8227,

Similar remarks apply to a case, mentioned in question 8244, of a boy who was 102nd in the senior grade in June, 1880, and is found in the list of Cork exhibitioners of October of the same year. There seem to have been six boys in this school who were placed before him in the Intermediate. He obtained a medical exhibition, not a scholarship; no scholarship being awarded. He got his Intermediate place in five subjects, which he was presumably preparing for college. In all of them he obtained honours. In the three which correspond to his scholarship subjects, he obtained 1,065 out of 1,800 marks, an average of nearly 60 per cent. The first boy from the school who was placed before him took in ten subjects; the second, ten; the third, nine; the fourth, six; the fifth, nine; the sixth, seven; all of them had, therefore, prepared much more deliberately than he had for the Intermediate examination. Only one of the six, who took the second exhibition in the Intermediate for the year, stands above him in the subjects in which he got his entrance exhibition in Cork. Two of them are comparable to him, except in trigonometry, a subject to which much weight is probably attached in Cork. The other two are very low in mathematical subjects, one of them gaining a large number of his marks in music. Evid. 8244. App. III. B., No. 50, Ia.

The last case we take is from the evidence of another witness. The student referred to entered Galway in 1878. In 1879 he presented himself at the senior grade of the Intermediate, immediately after the close of his eight months session, during which he was certainly not preparing for it. He obtained 35th place in order of merit out of about 300 who passed. He took in six subjects, all college subjects, and got honours in four. Nothing is said about his scholarship, but it is pointed out as against the Queen's University that he obtained first-class honours at the examination for the first university in arts a year after, and first honours at B.A. the year after that. (The witness appears to have made a mistake, for the Queen's University Calendar says that he got second honours in modern languages at his B.A.) There seems nothing remarkable in the result. There is no reason to be surprised that a boy who had fifteen boys before him in French, and took only low marks in German in his Intermediate year, should have taken second class honours in modern languages after two years of subsequent training. Evid. 7958. Evid. 7961.

We have dwelt, perhaps tediously, on these cases, but it is on the cumulative weight supposed to be given to the argument founded on them from the number of instances that some of the witnesses seem to rely. The three first cases have been analyzed minutely, as they reappear again and again in the evidence of different witnesses. The three last are merely additional examples selected at hazard. There may be others from which a more unfavourable inference might fairly be drawn, but we have not found any. In itself it is not unlikely that here and there a stray scholarship or exhibition may have been given to a boy whose marks in the Intermediate would indicate imperfect knowledge of the subjects in which he was examined for the scholarship four months later. The result of the minute investigation we have instituted in these six cases appears to us to be favourable to the Colleges.

EVIDENCE AS TO STANDARD FROM "ROYAL."

3. The third method by which we may try to test the standard of scholarship attained by the Queen's Colleges is by asking ourselves what places the entrance scholars or the scholars at the end of the first year take in the corresponding examination of the Royal University.

It is plain, in the first place, that no account need be taken of the number of students from the colleges passed for matriculation in the Royal. The Queen's Colleges give no training for matriculation, their entering students in the main matriculate in the Royal after receiving their training for matriculation elsewhere than in the Colleges.

The Returns, App. III. A, 7a, and 7b, of the Royal University, supply the information

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which the Royal University authorities can give ne as to the numbers preeenting themselves from each of the Queen's Colleges, and from outside institutions, at each of the examinations of the Royal University in 1883; and of the exhibitions obtained in 1882 and 1883. In the former table, for the reason stated in the letter of the Secretaries of the Royal University, App. III. A, 7a, paragraph 2, the University is unable to supply information for 1882. It is to be regretted that the information should thus be limited to a single year, but 1882 was the year of what has been so often called in our evidence "the disturbance," and it is probable that no inference that would have been satisfactory to any one could have been safely drawn from its statistics. For the single year 1883 the numbers are given in the return. We deduce from them the following per-centage results:—

Proportion of Passes to Presentations in

	Queen's College, Belfast. Per Cent.	Queen's College, Galway. Per Cent.	Queen's College, Cork. Per Cent.	Other Institutions and Private Study. Per Cent.
First University in Arts (which must be passed by all students in every Faculty.)	73	60	75	70
Second University in Arts,	75	65	92	86
B.A.,	83	60	64	None; some slight inconsistency in figures.
M.A.,	60	100	None presented.	None.
Total in Arts,	75	63	77	73
Law.				
LL.B.,	100	None presented.	None presented.	None presented.
LL.D.,	100	100	None presented.	None presented.
Engineering.				
First Professional,	100	0	0	50
Second Professional,	100	67	67	None presented.
B.E.,	100	100	67	None.
M.E.,	None presented.	None presented.	None presented.	None.
Medicine.				
First Examination,	50	42	48	69
Second Examination,	54	42	52	45
M.B.,	Number insignificant—2 presented from Cork, 1 passed; 2 presented from outside, 2 passed.			

	Queen's College, Belfast.	Queen's College, Galway.	Queen's College, Cork.	Other Institutions.
M.D.,	57	90	85	None; some slight inconsistency in figures.

In these examinatione, it will be noticed that, as the first Matriculation Examination of the Royal University was in 1881, tho first First University in 1882, and the first Second University for outside students in 1883, the men from outside inetitntione could in 1883 only compete with the Queen's College men in the First and Second University Examinations in each faculty. In the First University in Arts the per-centage of presentations to passee is—

93 presented, 68 passed; 73 per cent. from Queen's Colleges.
290 „ 203 „ 70 „ „ outside institutions.

The 93 do not include the students who were entitled to count their eessional examination in arts at the end of the firet year as equivalent to the First University in Arts of the Royal Universeity.

For the Second University Examination iu Arts—

80 presented, 60 passed; 75 per cent. from Queen's Colleges.
112 „ 96 „ 86 per cent. from other institutions.

In the two smaller faculties, and for B.A. and M.A., the competition is entirely among Queeu's College etudents, and the results are given above. Only in engineering were there four outside students, of whom two passed, as against 25 Queen's College etudente, of whom 20 passed. In medicine the results are for the First Examination—

Presented, 126; passed, 60; 48 per cent. in Queen's Colleges.
„ 29; „ 20; 69 „ outside institutions.

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For the Second Examination—

Presented, 183; passed, 96; 51 per cent. Queen's Colleges.
„ 22; „ 10; 45 per cent. outside institutions.

It will be noticed that the outside institutions show only 51 presented, as against 305 from the Queen's Colleges, so that only one out of every seven medical students at present presenting himself at the Royal University comes from any outside institution. The total per-centage of passes to presentations for the two examinations is 50 per cent. for the Queen's Colleges and 59 per cent. for the outside institutions.

The students of the Queen's Colleges who had entered College before the dissolution of the Queen's University were allowed to pass "their then next University Examination" either in conformity with the regulations of the Queen's University, or of the Royal, on the condition that any who proceeded under the Queen's University regulations should forego honours and rewards. The effect of this rule is pointed out in this Report, p. 50. Royal University General Regulations, Calendar, 1884, p. 25.

So far as can be seen at present, practically the whole supply of law and engineering students in the Royal University comes from the Queen's Colleges, and the medical students also come almost entirely from the Queen's Colleges. The faculties of law and engineering will be affected in future by the new regulations, but there are no data in these returns enabling us to forecast the effect of them on the students in these faculties.

So far, broadly speaking, and remembering that the numbers in medicine from the outside Colleges are too small to enable us to regard any result with much confidence, and that the whole statistical basis of such inference as is open to us, consists in the results of a single year, we should conclude from the return of the Royal University that the Queen's College education in arts and medicine is much on a level with that of outside institutions, so far as these results were tested by the Royal University examinations. Broadly speaking, also, they show that Belfast stood a little higher than Cork and Galway. In arts, the number of outside students examined by the Royal University is largely in excess of the number from the Colleges, but the Queen's College men who did not present themselves for the first University of the Royal, and who instead passed an examination at Colleges under the special regulations above referred to, do not appear in this comparison. In medicine the proportions are entirely reversed. The faculties of law and engineering appear at present practically to depend on the Queen's Colleges alone.

In the papers given in Appendix III. B., No. 50–V., there is a minute analysis of the examination lists of the Royal University with regard to the first University in arts in the Queen's Colleges in 1882 and 1883 as compared with outside institutions. It does not show how many presented themselves, but only how many passed, with the honours which they gained. It is obvious that in 1882 the Queen's College men, in the main, would be satisfied with their sessional examination, which was held on that occasion, to be their next University examination according to the regulations of the Queen's Colleges. In it, of course, they could get no honours; accordingly, the return for the year 1882 is practically useless, from the small number of Queen's College men who presented themselves at the Royal University first University examination. According to this table, which is not official, and may be subject to corrections, eight Queen's College students passed, and they got among them 4 honours. From the outside Colleges and private study, 131 passed, and they got among them 58 honours, practically the same proportion. In 1883 a number of the Queen's College men availed themselves of the same privilege, and in this matter, we refer to the Royal University supplementary table commented on in this Report, page 50, and printed at the end of the Appendix. In all, 61 of these students seem, from Father Delany's table, to have passed; and they got among them 17 honours—28 per cent. The number of students who passed from outside Colleges and private study was 210, and they got among them 93 honours—44 per cent. The first University examination in arts is that in which a large number of students declared "qualified" for honours on the examination at the Colleges did not go to Dublin which was necessary to get honours, and the addition of these students from Belfast alone, if each had only got a single honour, would have brought the per-centage from the Colleges higher than from the outside. For a discussion of the Royal University rule already referred to, in connexion with these figures, we must again refer to p. 50 of this Report. Addenda, p. 519. App. III. B., No. 50, V. Evid. 1922.

The number of exhibitions obtained by the Queen's Colleges, and by the outside students, may also be considered. In doing so it is necessary to make one obvious remark. The whole system of the Queen's Colleges points to the predominant cultivation during the arts course of either mathematical science, or literature including classics as its main constituent element. The system encouraged by the Royal University exhibitions is entirely different. They are gained by aggregate marks on all the

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subjects of examination, and it is specially provided that the successful candidates must obtain honour marks in at least two subjects, one of which must be Latin, Greek, or Mathematics. The exhibition is therefore likely to fall, in general, to a double honour man—the sort of student who is called an all-round man; the scholarship at the College to a man, who confines himself to a pass in the subjects in which he is weak, and who throws his strength on those in which he has shown special ability.

Another point which ought to be taken into account in making any comparison, is the number of men who presented themselves, at the examination specified, from the colleges and from the outside institutions or from private study. We have no particulars as to the presentations in 1882, and we shall use accordingly the number who passed in all cases, as that number is given for the two examinations in the table No. 7a, App. III. A.

App. III A., No. 7a.

At the first university in arts, 1882, twelve exhibitions were awarded, of which—Queen's Colleges two, others ten. In the year there passed—Queen's Colleges 8, others 131: this being the year in which most of the arts students of the Queen's Colleges passed a college examination in lieu of their first university examination in arts, under the regulation above referred to.

For the reason already given the number in the Queen's Colleges is too small to base any inference upon it.

At the first university in arts, 1883, nineteen exhibitions were awarded, of which—Queen's Colleges four, others fifteen.

In the same year there passed—Queen's Colleges 61, others 210, so that there was one exhibition for fifteen students from the Queen's Colleges and one for fourteen from the outside colleges and private study.

For the second university in arts in 1882, only Queen's College students could compete and they gained of course all the six exhibitions awarded.

For the second university in arts in 1883, eleven exhibitions were awarded, of which—Queen's Colleges four, others seven. In the same year were passed—Queen's Colleges sixty, others ninety-six, so that one in fifteen of the students in the Queen's Colleges obtained exhibitions and one in fourteen of those from outside institutions and private study.

In the case of B.A. and M.A. and LL.B, the exhibition could only be competed for by the Queen's Colleges. The first engineering might, and the second engineering might possibly, have been competed for by others; but the exhibitions in them were gained by Queen's College men only. The single exhibition at the first in medicine, in 1882, was not gained by a Queen's College man. Out of those who presented themselves from the Queen's Colleges, five got exhibitions in 1882. In 1883, the outsiders who had passed the first in arts and the first in medicine in 1882, were the only outsiders who could have presented themselves for the second examination in medicine. Apparently ten such men passed. From the Queen's Colleges ninety-four passed, and four exhibitions were awarded, all of which were obtained by the Queen's College men.

There have been six Royal University scholarships awarded in 1882 and six in 1883, and six in 1884. In the first year Queen's College men would practically not compete. In 1883, six were gained, one by a Belfast man, and in 1884 six, two of which were gained by Belfast men. Two scholarships have been also awarded in 1883, one to a Belfast man. We refer once more to the supplementary returns from the Royal University discussed on p. 50 of this report.

Addenda, p. 519.

In connexion with the returns from the Royal University, Dr. Walsh, President of Maynooth, has drawn up for our information a very interesting set of ten tables. We shall assume these tables to be in the main correct, but we did not think it our duty to ask the Queen's College authorities to correct them. Dr. Walsh suggested a course which may or may not have been followed.

Evid. 7012–7014. App. III. B., No. 46.

It appears from these tables, that of the six entrance literary exhibitioners (called scholars, Table I.) in Belfast in 1882, five were matriculated in the Royal University. Of the five, four were exhibitioners in the Royal University, one obtained seventh place in the honours list in one of the subjects of his scholarship, but was not an exhibitioner. The last of the six was not a Royal University student.

Belfast.

Of the 8 first year science scholars, including 2 in engineering and 1 in medicine (Table VI.), 1 did not matriculate in the Royal University. Of the 7 others, 2 were exhibitioners, and 3 others obtained a single honour (3rd, 6th and 8th) in the subject of the scholarship, which is awarded for excellence in that subject only, and not for an aggregate of marks like the exhibition in the Royal. The other two obtained no honours.

The three literary entrance scholarships in Cork were obtained by men who took no honours in the Royal University. (Table I.)

Of the 9 science scholars in Cork (7 arts, 1 engineering, 1 medicine), 2 were not Royal University students. Of the 7 others, 2, who also obtained literary scholarships

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(only one can be held by a student), took no honours; 1 took two honours, including a good honour (9th) in the subject of his scholarship, 1 took no honours, and 3 others delayed matriculation till next year. In 1882 these two men were, of course, not matriculated students of the Royal University at all.

In Galway 6 literary scholarships were awarded. One of the students was not a Royal University student, 1 did not matriculate till next year, 1 had matriculated in the previous year, 1 took an honour in one of the subjects of his scholarship, the other took no honours. One of these also took a science scholarship. Galway.

Of the 9 science scholars (2 in medicine, and 2 in engineering), 1 had matriculated in the previous year, 3 were not matriculated students, 1 took an honour in the subject of his scholarship. The other four took no honours.

The bulk of the Belfast entrance scholars in 1882 were, therefore, exhibitioners or honour men at the Royal University examinations in the subjects of their scholarships. The bulk of the Cork and Galway entrance scholars were declared by the Royal University fit to enter on a University College course, but either did not obtain or did not seek honours.

We have already pointed out that, as between two examinations near each other in time, the temptation to seek for mere honours is not so great as to seek a valuable money reward, like an entrance scholarship. Students who did not think themselves likely to obtain an exhibition in the Royal University, (on the aggregate marks of five subjects, in several of which they might be only pass men) would probably direct their efforts to the entrance scholarship examination of the College, and content themselves with a simple pass in matriculation. It has been pointed out that the actual subject-matter of the two examinations differed a good deal, and the relative importance of the subjects constituting the matter of examination may have also been different. Evid. 865. App. III.B., No. 31.

In Tables IV. and VIII. a comparison similar to the preceding is instituted for 1883.

Of the five literary entrance scholars in Belfast, four were Royal University students. All took honours in the subjects of their entrance scholarship, and two of the four were exhibitioners. Of eight science entrance scholars in Belfast, six were matriculated Royal University students. Three took honours in the subject of their scholarship. None were exhibitioners.

Of the two entrance literary scholars in Cork, one had matriculated in the previous year, and the other took no honours. Of the eight entrance science scholars in Cork, two were not matriculated in Royal University, two had matriculated in the previous year, one took an honour, but not in the subjects of his scholarship. The other three took no honours.

Of the seven literary entrance scholars in Galway, one took honours, but not in the subject of his scholarship. Of the six science scholars, one was not a Royal University student, two matriculated in the preceding year, one of the others took an honour, but not in the subject of his scholarship. The two others took no honours.

These results for Cork and Galway are much the same as for the previous year. The results for Belfast show that a number of the Belfast entrance scholars also distinguished themselves at the immediately preceding Royal University matriculation examination.

The tables of second year scholarships in 1882 (II. and VII.) are practically superfluous, and are probably presented only for the sake of symmetrical completeness. None of the scholars had matriculated in the Royal, all of them would naturally matriculate in their own University, which gave them a title to an *ad eundem* matriculation in the Royal. All of them, probably, at the end of the year had passed their sessional, which exempted them from the first University in arts. They might have gone up to the first University in arts in the Royal if they had preferred to do so, but they would have had to travel to Dublin. Till the close of the previous year they had not known that their own University might not be preserved for them. They were probably suspicious of the new institution. They could secure their year's advance by a moderate examination in their College at home. The Tables II. and VII. are accordingly mere blank pages.

In Tables IV. and IX., the College men are given who obtained second-year scholarships (*i.e.*, at the beginning of the second year), with reference to their places in the corresponding Royal University examination, the first in arts; though they could not obtain Royal University Scholarships. They could obtain exhibitions at the Royal University, and also honours, without losing the benefit of their scholarship. This fact, however, does not seem from Dr. Sullivan's evidence, already referred to, to have been properly understood by many persons. In order to compete for honours, &c., they required, however, to be certified as qualified for honours, and to proceed thereafter to Dublin to complete their qualification by an oral examina- Evid. 2073–2090.

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Evid. 865–922. tion. Dr. Porter and Professor Purser pointed out that a considerable number of as students who took the examination at the local centre, and were returned qualified for honours, did not care to incur the expense and trouble of the journey to Dublin. Dr. Porter says:—

"1922. . . . . A number of students who passed the first university examination in Belfast, a local centre, and who answered the full extent of the requirements on the pass papers, were recommended for honours, that is to proceed to Dublin to pass a merely oral examination to obtain honours, but out of the number selected for honours eleven declined to incur the expense. I afterwards found, when I was examining the returns of the examiners, that in the written papers some of those young men, who only took the written papers, had obtained higher marks than those who got honours, and who answered in both the written papers and the oral examinations."

Such students would not appear on Dr. Walsh's list. Besides them it is probable that a number more, foreseeing this result, would, *ab initio*, content themselves with passing.

Of the five Queen's College Belfast literary scholars, one was not matriculated in the Royal University till 1883, when he was third exhibitioner; two were exempt, having matriculated in the Queen's College in 1881, and no doubt having passed the College sessional in 1882; one was a high exhibitioner in the Royal University; and the other took no honours. Of the five science scholars (Table IX.), one was exempt from this examination, having matriculated in the Queen's College in 1881, and probably taken his sessional instead of it. Of the other four, two were exhibitioners, one of them very high, first both in mathematics and in experimental physics, and one is returned as qualified in mathematics, which is the subject of the scholarship.

In Cork there are three literary scholars, one who was exempted from the first Royal University examination in consequence of having passed his sessional in 1882, one who took no honours, and one who took ninth honours in mathematics, in which subject also he got an entrance scholarship. There are four science scholars, one of whom matriculated in 1883, and therefore could not compete for first university distinctions. In that year he took honours at matriculation in the subject of his scholarship. Two others took honours in the subject of the scholarship, one of whom is the same who obtained a scholarship on the literary side. This student had been for the previous year a student of St. Stanislaus College, Tullamore, and was declared "qualified" for honours also in Latin and Greek, but does not seem to have taken them. The same rule is adopted in Cork as in Galway, viz., that any student who passes the Royal University first university in arts is admitted *ad eundem*, and allowed to compete for the College second year scholarship as if he had spent the first year in the College itself. This rule is not adopted in Belfast.

Evid. 6121–6123.

In Galway there were five literary scholars, one of whom did not matriculate in the Royal University till 1873. The four others did not take honours. There were three science scholars, one of whom was exempted from this examination. The two others took no honours.

Dr. Walsh does not notice the fact, that a scholarship of the College obtained at the beginning of the second year is continued, without a new examination being held, for the third year. The lists of third year students cannot be read except in connexion with this fact, and with another which is more vital. Any student holding such a scholarship would have the amount of it deducted from that of any exhibition he might win at the Royal University second university examination. It is natural to expect that this should affect the competition, by these scholarships holders, in the second university arts examination. One difficulty, the difficulty about honour men having to travel to Dublin is removed, both pass and honour men being required to travel to Dublin for the second university examination. Those who did go proceed for the Royal University would not require to occupy themselves with a simultaneous preparation for the college scholarships, for which, in the previous cases, they may have preferred to reserve their best efforts.

In Belfast, two of the five literary scholars were Royal University exhibitioners, and three took no honours. Of the two, one who took a first class exhibition of £40 would obtain only £16 from the Royal—the other who got a second class exhibition (the first of the second class) would get nothing. In science four of the five scholars were Royal University men, one was an exhibitioner, one took a very good honour place in the subject of his scholarship—two took no honours. The exhibitioner would get nothing from the Royal University. He had only the chance of gaining £16 if he was among the first six of the eighteen exhibitioners and he was ninth.

At Cork, of the three literary scholars one took an honour in the subject of his scholarship and two took no honours. The three science scholars took no honours.

At Galway, of the five literary exhibitioners, two were not Royal University men, two took no honours, and one being third exhibitioner would gain £16 instead of £40

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from the Royal. Of the five ecience scholars, two were not Royal University meo, one took oo honours, the two others took very good hooours (one of them first in mathematics) in tho suhject of tho scholarship.

We have pointed out the reasons which might induce many of the candidates from the Queen's Colleges not to seek honours in these examinations. We have no means of judging how many took honours and how many sought honours, except the fact that so many as got them must have sought them. Dr. Moffett's evidence presents a view of the case which appears reasonable.

"4955. I have seen it set down that it is objected that students fail. I do not think that is a fair way of representing it—that when students do not present themselves it should be represented as failure. There is an old fallacy among the school-men known as 'Cornutus'—'Haven't you what you did not lose Yes; you did not lose horns; therefore you have them.' In this case the students are represented as having lost what they did not seek for."

The following remarks require to he made in reading these lists.

1. The matriculation tables—I., III., VIII.—indicate what sort of men some of the scholarship entrants were—thoso who sought honours—hut they only indicate it. The two examinations compared took place within a few weeks of each other. The men were certainly preparing for the scholarships which they ohtained at the colleges. The scholarship examinations were held in all cases only on a portion of the matriculation suhjects—the exhibitions were gained hy accumulation of marks in them all. Many students might he expected to content themselves with a pase in the matriculation reserving their whole strength for the scholarships. Even in the same suhjects, the examinations were similar, hut not equivalent. Dr. Allman says that a first rate man only could expect to win in both examinations. Such a man, especially a good man all round, would naturally go in for both examinations in the hope of getting both exhibition and scholarship. Such men were actually found in Belfast in considerable numbers, hut not in Galway or in Cork. Evid. 6115–6117.

2. The students of the Queen's College who won College scholarships of the second year in 1882, probahly did not go in, to any great extent, for the Royal first University examination, as they could keep their place in the University hy passiog the Sessional Examination at their own College. Three exhibitions—two to Belfast, and one to Cork—were awarded among such of tho etudents of the Queen's Colleges as presented themselves at tho first University examination in 1882. The second-year scholars in 1883 would throw their strength on reading for tho Collego scholarships, which would give them an income for two years. As in the previous case, the work for the scholarships is limited to a group of subjects—literary or science; that for the Royal University exhibitions is not thus lioited. To get honours, prizes, or exhihitions, a candidate had to go to Duhlin, while he could got a pass, and therefore keep his place in the University, by an examination held at his own College. On the other haud, the examinations are a month further apart than those at matriculation, and this would give a student a rather better chanco in going in for both examinations. In 1883, at the first University examination in arts of the Royal University, four exhibitions were awarded to students of the Queen's Colleges, which all fell to Belfast, and of which three were won by candidates who also won echolarships. One student of the Cork College who hold a scholarship, with honours, at this examination, and ono of the Galway candidatee who does not appear to have held a scholarship, was recommended for honours.

3. The third-year scholarship men are only the second-year scholarship men of the previous year continued. They have, therefore, not two examinations to prepare for. On the other hand, if they succeed in gaining exhibitions, the amount of their scholarship is deducted, and to get any money reward they must, therefore, gain one of six first-class exhibitions of £40, in which case they will receivo £16. Among those who held scholarships at Belfast, there were three who ohtained exhihitions at the second University examination in arts in 1883. In Cork there were nono; in Galway one. Besides the exhibitioners, four men in Belfast, and two in Cork, and three io Galway must have sought, hecause they took, honours.

On a review of ths evidonce eo far we see reason to cooclude—

CONCLUSIONS STATED

1. That the great bulk of tho students now matriculate in the Royal University, and, in that way, show what is considered to bo a reasonahle state of preparation for the teaching of a University College.

2. That, of the small remainder, tho greater number aro medical students who have satisfied the autho..ities who preside over medical education that they are fit to enter on the study of their profession.

3. That, the few non-medical students, who matriculate in the Colleges alone, have

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shown that they have as much education as would be considered enough to enable them to begin the study of the medical profession.

4. That the few non-matriculated students who enter the Colleges do not hamper the instruction in the Colleges; and,

5. That the side-lights thrown upon the standard of education by the collation of evidence from the intermediate examination lists, and the Royal University lists for the period—one year in some cases and two in others—for which the latter are alone available, are of little real help.

Evidence as to Standard from Distinctions in after life.

Evidence as to Standard from Distinctions in after life.

Another help towards ascertaining the standard of education maintained in the Queen's Colleges is found in the list of distinctions in after life, attained by persons educated there. The Colleges have been thirty-five years in existence, and as the actual students cannot, and those just out of College cannot be expected, to have attained distinction that can be quoted, we may fairly consider the crop of honours and distinctions in comparison with the thirty years crop of students turned out from the Queen's Colleges who have had time to make some mark or take some place in the world. The Colleges naturally attach importance to these long lists, particularly in connexion with the numerous examinations that have been for many years open to public competition. Other Colleges do the same, though we know of none that have preserved with such care the record of the careers of their former students.

Undistinguished Students.

The work of a College, as of every teaching institution, is spent, or ought to be spent, to a great extent, on the average student of whom it hopes to make a useful and well educated citizen or professional man. Many of these men fill positions in after life which do not admit of being put in evidence, and the College must rely to a large extent on the personal sense of the benefits which they have obtained from it in a sound education. If they believe in it, their children go there; and they create an impression in its favour in the general community from which it profits in the increased number of its students. Hardly any evidence of this general favourable opinion can be appealed to, except a continuous rise in the number of its students, and as that has been maintained in the face of a considerable fall, such as there has been in Ireland for the last thirty years in the number of the population, the value of the evidence is considerable. The number of students in the Queen's Colleges has risen steadily—see table No. 29, Appendix III. B., and diagram—from 375 in 1849–50 to 810 in 1863–4, and to 1,154 in 1881–2. The number in the last two years has been greatly diminished by the dissolution of the Queen's University, and the establishment of the Royal. In the two preceding years, and especially in the year immediately preceding that event, it was probably abnormally increased in anticipation of it. The fall in the *two* years since is almost exactly equal to the rise in the *four* years preceding it.

App. III. B., No. 29.

App. III. B., Nos. 1, 2, 16, 17, 33.

The lists of distinctions attained by former Queen's College students are given in our Appendix, and, according to our request, dates have been added as far as the Colleges had the means of doing so. Our request, and the difficulties which it was foreseen that the Colleges might encounter in meeting it, are stated in full in the following questions and answers:—

1165. What we are anxious to get in addition to that in each case is the date at which the student left the college and the date of passing the examination?—The date at which he graduated is given, and that marks, as a rule, when he left the college. 1166. Have you no means of giving us the date—you know he might be another year here?—The Registrar says it would be almost impossible to furnish it. 1167. Then this will be our requisition:—"That Dr. Porter, having offered to hand in a list of students of the College who have passed with distinction the examination of other universities or examining boards, the Commission would desire that he should in each case state the date at which the student left the College, and the date, so far as may be known, at which he passed such examination?"—In so far as we are able to do it I shall be most happy to have it done, but I cannot promise it in all cases.

The same request was repeated in Cork and Galway. Considering the difficulties foreseen by Dr. Porter, we have no reason to doubt that the returns contain the whole of the information at the disposal of the colleges which could be laid before us in a complete form. Dr. Porter further states:—

App. III. B., No. 2.

"With regard to the List of Graduates who have gained places at the Civil Service and other Examinations, I have found it impossible to give dates. I may, however, observe:—1. That the limitation of age in the Indian Civil Service made it necessary for the Candidates to go direct from the College. I have personal knowledge of some who did go direct, and took highest places. 2. The Queen's University instituted a Special Degree Examination in June to enable Graduates in Medicine to enter for the Government Examination in the month following. And I have reason to know that most of those who entered the Army and Navy Medical Service passed at that examination."

App. III. B., Nos. 1, 2.

Belfast List of Distinctions.

The Belfast list shows former students who have taken their degrees in the Queen's University before 1881, and who have obtained distinctions elsewhere, chiefly in public competitions, the character of which is generally recognised. It is certainly a very creditable list. Not to speak of eminent men, whose reputation is as widely known as

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the Master of the Rolls in Ireland, Sir William M'Cormac, and Sir Robert Hart; it shows 2 senior wranglers, 21 who have obtained appointments by competition in the Indian Civil Service (which is thought to have been practically closed to Irish students for several years by recent regulations), 12 others who have obtained appointments in India and Ceylon, 4 of them in engineering, and 18 who have obtained, generally by competition, appointments in other services abroad. Besides these, 214 have succeeded in the army medical competitions, and 15 in the navy medical. At home 15 have become inspectors of schools, largely by competition, 27 have become professors in colleges or universities at home or abroad, 8 are head masters, including the head master of the Manchester Grammar School, one of the largest and most successful grammar schools in England. In addition to the 4 engineering appointments already referred to, 4 other engineering appointments have been obtained by former students, and 6 have obtained law studentships at the Inns of Court, London. During the 30 years which produced it, Belfast had an average attendance of 320, about 100 entrants per annum, or, in all, about 3,000 individual students.

Many of the gentlemen who attained these distinctions are doubtless men of remarkable ability, but not a few of them would have had no opportunity of showing it but for the Queen' Colleges in which they spent the most critical years of their education. If these years had been spent unprofitably, the State would probably have lost much of the talent which the Colleges have nursed and made available. Positive testimony is the best help to such inferences as may be legitimately drawn from these successes. Mr. Harrington, for instance, says, speaking of Cork—"I attribute my success entirely to the education I got here," and Mr. Farrington says—I derived all the benefits that I got from education from what I received here. I value it very highly, and I have observed the same with a great many other students." The Hon. Taylor Allen, who holds the highest legal appointment under the government of Lower Bengal, being asked to what he attributes his success, says—"Industry and the education I got at the Queen's College, Cork, undoubtedly did it." He is quite sure that the other distinguished Indian civil servants he mentions in his evidence would not have gone to India if it had not been for the Queen's Colleges. With regard to the general character of the education in the Queen's Colleges, he says—"The Queen's College men were educated in the proper sense of the word. Their intellectual faculties were developed, and if they wanted to go deep into a strange matter they knew where to look for information. I do not know whether other things entered in, but as a fact, my acquaintances educated in the Queen's College are the most successful men in India now." The substance of his evidence is given in the questions and answers following :—

INFERENCES FROM SUCH LISTS.

Evid. 4347.

Evid. 4150–52.

Evid. 8724.

Evid. 8725.

Evid. 8721.

"8702. What do you wish to tell us?—I wish to tell you that I have a very high opinion, and feel very grateful to the Queen's College, Cork; and I have met very many men from various universities in India, and it is not now, but years ago, I was particularly struck by the apparently superior intellectual capacity of the men who came from the Queen's Colleges. They have a better grasp of strange subjects. You see, in India one has to deal with a vast variety of subjects; to report on all sorts of things; and I have decidedly formed an opinion that as a preparation for that sort of general knowledge the Queen's College curriculum was admirably suited. 8703. Have you had opportunities in India of meeting with men who had been educated in the Queen's Colleges?—Yes; I have several friends there who hold the highest positions in India at present. 8704. These are the opportunities that give you the means of forming the opinion that you have just told us?—I have met men from all universities. Up to the time I went to India none entered the Civil service except from a university, and consequently the men I have been drawn into contact with have been educated at the various English or Irish universities.

Mr. Harrison was a distinguished student of Galway. He took second place in the Indian Civil Service in 1872. Professor Allman says that he believes he attained the highest marks got for answering in mathematics in the Indian Civil Service competition. His case has been already mentioned in Parliament and elsewhere in connexion with an allegation that the credit of his success was due to Mr. Wrenn, the well-known Civil Service tutor. Mr. Harrison gives an account of the circumstances—

Evid. 6152.

"6204. . . . . After I got my B.A. degree in 1870 I came back here for a Senior Scholarship at Christmas, and after that, in January, I went to Mr. Wrenn's, and was with Mr. Wrenn for three months. I went up, and did not pass in 1871. I came back here, and read by myself, with assistance from some of the Professors, and I went up again in 1872, and passed."

On the dispute which arose in consequence of the allegation referred to, Mr. Wrenn wrote the letter, portions of which are quoted in Mr. Harrison's evidence, in which he says :—

"Let credit be given where credit is due, the greater part to the candidate—say five per cent. to him (Mr. Wrenn)—and the rest to the Queen's College, Galway."

Evid. 6222.

An estimate in which Mr. Harrison agrees with him.

Professor Larmor gives testimony of the same kind. He is asked whether, as there was an interval between his leaving Belfast and his Cambridge degree, he should con-

Evid. 6477.

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eider that bis success at that University, where he was Senior Wrangler and First Smith's Prizeman, was hut slenderly due to the training he received in the Queen's College. He answers—

"In the first place, but for the Queen's College, Belfast, I should have never adopted a scholastic career at all. In the second place, when I left Belfast to go to Cambridge, I do not like to say exactly, but I consider that my scientific capacities were developed quite in the same kind of way as they were finally. It was merely a matter of polishing up. I consider I had been taught in Belfast to such an extent that the rest of the work was rather a filling up *lacunæ* than adding to general principles. In fact I could not overestimate the character of the mathematical and physical instruction in Belfast at the time I was there. I have always entertained that opinion very strongly, and that opinion is corroborated by others."

App. III. B., No. 2. President Porter forwards a supplementary list of distinctions obtained by students of Queen's College, Belfast, since 1881, in universities other than the Royal. These include five wranglers, a ninth, an eleventh, a fourteenth, a nineteenth, and a twenty-first wrangler—five high distinctions (scholarships, &c.), at the University of Dublin, five scholarships or sizarships, equivalent to scholarships at Cambridge, three at Oxford, and one at Durham.

App. III. B., No. 1. Evid 8714. With regard to his first list, it is to be noted, that its limitation to graduates necessarily excludes cases like that of two former students of Cork—the Hon. Taylor Allen, and Mr. Walker (Chief Engineer on the railways north of the Ganges). It is a fair inference that the success of the education given in the colleges occasionally enabled men to pass out into life before they were ready to take their degrees. The Belfast list does not show such men.

App. III. B., Nos. 16 & 17. Cork list of distinctions. The lists presented by Cork are remarkably full and interesting. The first shows separately the number of Cork students who have successfully competed for the Army medical and the Navy medical service, in which competitions Cork has been very successful. The number shown in the Cork list is 202 or nearly seven per annum. The value of these successes is greater at the present time from the greater competition, but even in earlier days when the services were not so much appreciated as they are at present, it cannot be disregarded. In 1878, a Royal warrant was issued for the Army Medical Service by which the position and emoluments of medical officers were much improved. That warrant induced a larger competition from the Universities and schools of England, Scotland, and Ireland; and the results obtained before that date are to be taken subject to this reservation. It is to be remembered however, that these were the principal competitions open to medical men trained at the Queen's Colleges and elsewhere in Great Britain and Ireland, and it is therefore principally to these results that the colleges can appeal. The Indian Medical Service was considered more popular, and the colleges have done well in that competition also.

Proportion of Medical Students taking degrees in Queen's. This list throws a curious incidental light on a question on which we have not received much direct evidence. We have been informed that, while under the Queen's University a certain number of medical students always sought the licenses of the medical corporations, the new regulations of the Royal University have greatly increased that number. This list enables us to judge of the number of medical students who went elsewhere for license under the system of the Queen's University. It shows that forty-three (21 per cent.) of the 202 successful candidates for the public medical service had not, and that 157 (79 per cent.) had the Queen's University degree of M.D. The distribution of the list shows that, of the forty-three, twenty went to Scotland, nine to England, and six to Ireland; and, in the case of eight, the place of license is not stated. We have no precise statistics, but there seems every reason to believe from our evidence that a larger proportion of the medical men trained wholly or partially in the Queen's Colleges now seek the license of corporations instead of the degree of the Royal University, and that that proportion will be further increased when the supply of students who are enabled to take their then next university examination in the Royal, according to the regulations of the Queen's, has disappeared.

The second list for Cork shows all the students who have obtained scholarships there, and the subsequent distinctions obtained by them so far as known. It includes 707 individuals, of whom 39 have not completed their College course; of the rest only 428 held scholarships for more than one year, and 240 held scholarships for one year.

Of the 668 who have left College, 425, or 63 per cent., have, and 224, or 37 per cent., have not, obtained some distinction which can be recorded in a table. That is to say, 5 out of 8 scholars have obtained some kind of distinction. These distinctions are of every description and variety—otherwise such a list would be unparalleled. A moderate number of them consist in the fact that the scholars named took their degrees, which is not a matter of course in Universities. There are 49, or about 7 per cent., whose only record is that they took a single degree without honours.

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Of the others we find that 7 became professors, 12 teachers in University Colleges and schools, 8 inspectors of National schools by competition, 14 have obtained places in the Indian Civil Service, 5 by competition in the British Consular Service, chiefly in China; 7 in the Indian Public Works and Engineering; 1 obtained a studentship in the Inns of Court, London; 29 obtained places in the Army Medical Service, 29 in the Indian Medical Service, 20 in the Naval Medical Service. There are also in the list a Governor of the Mauritius, a Chief Judge at Madras, an Administrator General of the Presidency of Madras, a Chief Justice of the Gold Coast, the Assay Master of the Mint in Calcutta. The remaining distinctions are too numerous and too various for any attempt at classification. Speaking generally, they are of the same character as those in Belfast, but they include numerous cases which do not appear in the Belfast list. In the Cork list no student appears who has not held a scholarship, and the names of non-scholars who have obtained distinctions are not found in it.

The average number of students during the first thirty years of the existence of Cork is 210, about two-thirds of that in Belfast, and thus represents an influx of perhaps 65 fresh students per annum, or about 2,000 individual students in the thirty years. In Cork, however, the Medical School has always been of greater importance relatively to other departments than in the other Colleges, and the fact is to be taken into account in considering the great number of distinctions obtained by Cork in connexion with medicine.

In Galway the list is in a form which enables us to record the results more satisfactorily than by enumerations and classifications of our own, subject, no doubt, to slight errors of summation and to mistakes in the appreciation of single cases. Galway gives a list of the distinctions and appointments obtained by students at competitive examinations. The Cork list shows scholars only, except in the case of the medical lists where students are given. The Belfast list shows graduates only. In the Galway list there are 11 professors, 9 of whom were scholars; 12 teachers in University Colleges and schools, 4 of whom were scholars; 12 Indian Civil Servants, all of whom were scholars, including a Judge of the High Court of Bombay, a Judge of the High Court of Judicature, Fort William, Bengal; a financial secretary to the Government, and member of the Legislative Council of Bengal, and the officiating secretary to the Government of Bengal, in the Revenue and General Department. There are 11 in the Civil Service in Ceylon, who were all scholars; 8 Inspectors of National schools in Ireland (all scholars); 17 in the Engineering Department, India, and 13 who obtained other engineering appointments. Of these 30 engineers, 21 were scholars. Three who had been scholars obtained law studentships in the Inns of Court, London. For the army medical service, Galway obtained 71 appointments, 29 of which were won by ex-scholars; for the navy medical 24 appointments, 9 falling to scholars. In addition to these, a list is given of 19 miscellaneous appointments, &c., and sundry distinctions, which it is difficult to classify, obtained by 24 gentlemen, of whom 15 were scholars. In the list of 194 distinctions—obtained by a College with an average of 123 students in the first thirty years of its existence, representing an annual influx of 40 new students per annum, or 1,200 individual students in the thirty years—we find a number of gentlemen who have spent only a portion of their time in Galway, and whose success, therefore, may be credited also to other Colleges. Thus, of the 95 successful medical candidates for the public services, twenty-two have been in Galway only one session, and ten only two sessions. There remain sixty-three, or two-thirds of the whole number who have obtained medical appointments in the public service on a medical education mainly in Galway. Of the ninety-nine other persons on the list of distinctions, twelve have been in Galway for only one session, and seven for only two. Setting these aside, it appears that eighty persons obtained these non-medical distinctions who had spent most of their educational time in Galway. It is interesting to note that the twelve successful candidates for the Civil Service of India, the four for the Civil Service in Ceylon, and the eight for Inspectorships of schools, had all spent four sessions or more in the College, so that they are all, in the fullest sense of the word, Galway men.

App. III.B., No. 33.

Galway list of distinctions.

We regard the lists of distinctions presented by Belfast, Cork, and Galway, as eminently creditable, and as records to which any College would be entitled to point with legitimate gratification.

Conclusion stated.

Opinions on Standard expressed by Witnesses.

One other method of arriving at some approximate answer to the question of the standard of education in the Queen's Colleges is left to us. We shall gather together here some of the opinions expressed by responsible and competent men who have had good means of judging of the real state of the facts.

Opinions on Standard expressed by Witnesses.

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The results of the education, both with regard to pass men and honour men, are estimated carefully by numerous witnesses not directly connected with the Colleges. For obvious reasons we quote from those who are connected only so far as they describe the actual education given, or as they have had any special opportunities enabling them to compare the standard in the Colleges with that elsewhere. Thus we refer to Dr. Allman's table of those whom he considers pass men and those whom he considers honour men in his subject which is given in our Appendix. It shows—

App III.B., No. 39.

32	pass men	and	24	honour men	in 78–79.
35	„	„	20	„	„ 79–80.
35	„	„	27	„	„ 80–81.
25	„	„	16	„	„ 81–82.
21	„	„	25	„	„ 82–83.
20	„	„	12	„	„ 83–84.
168			124		

In the six years the percentage of pass men appears to be 56 per cent., and of honour men to be 44 per cent.—a very satisfactory proportion. We refer further to the very full and detailed evidence given by Dr. Allman on the amount of reading which his honour men go through—an amount which would be creditable to any university, and to the separate paper handed in by Professor Larmor and to his evidence. It will be read in connexion with the fact that he was himself a Belfast student, and that, before he came to Galway as professor, he had passed through the University of Cambridge, where he was senior wrangler. Professor Dougan was a student at Owens College, Manchester; he took his degree in the University of London, and he was third in the first class of the classical tripos at Cambridge. His evidence with regard to the comparison between Owens College, the oldest and the most famous, as well as the most successful of the newer University Colleges in England, is as follows :—

Evid. 6060–6076.

App. III.B., No. 44.

Evid. 347–477.

412. Would your experience enable you to state how the students of this locality compare with the students there as to circumstances?—I think that in a great many respects there is a very strong parallel between the two places. The circumstances of the students are somewhat similar. The students of Owens College have perhaps on the average rather more money at their command; the general prevalence of a strong desire to learn is noticeable in both Colleges about equally.

He says that the Belfast average top man in classics would not be equal to a first-class classical man in Cambridge, because he starts at a lower level, and the Cambridge man specialises for his whole time, while the Belfast man does so for two years only. On the other hand the pass man in Belfast knows, and must all along know, more than the average pass man in Cambridge. With reference to London, his opinion is that the average pass man in London knows more than the average pass man in Belfast, but that many of the Belfast students are equal to the London honour students, and he is not sure that Belfast has not rather more of them.

Evid. 416–17.

Evid. 461.

Professor Ridgeway, of Cork, graduated in Trinity College, Dublin, and in Cambridge, where he was fifth in the first class. He says that his good men in Cork, at the end of the third year, would compare with respectable second-class men in the Cambridge classical tripos—a place which implies sound scholarship, and which few men are believed to get beyond, unless they are accomplished in Latin and Greek prose and verse composition. He describes the state in which, coming fresh from Cambridge and Dublin, he found the Cork men in classics, and says it was higher than he expected, and he was favourably impressed with them. He considers the proportion of those whom he counts as honour to those whom he counts as pass men in his class unusually high. Professor Armstrong, who graduated in Trinity College, Dublin, is of opinion that the proportion of those whom he would class as honour men to those whom he would class as pass men, in his class in Cork, is certainly higher than the usual proportion in other universities. Professor Malet, F.R.S., who has had large experience of Trinity College, Dublin, thinks that many of his students would be qualified to take second-class honours in Trinity College, Dublin, and some of them would take first-class honours, while the Dublin course extends over four years, and that in Cork over three years. Professor Hartog is a doctor of science in London, and an M.A. in Cambridge. He is familiar with University College, London, where he was trained, and with Owens College, Manchester, where he acted as demonstrator. Until the recent foundation of the Victoria University, those two English Colleges could send students for degrees only to the University of London. London University, therefore, stood to them as the Royal now stands to the Queen's Colleges. It appears, from a table which Dr. Hartog has made out, and which is printed in our appendix, but which is not official and may be subject to correction, that the percentage of students going forward for degrees in Cork is much larger than it is of those proceeding similarly in University College, London, and in Owens College. These

Evid. 2328.

Evid. 2319.

Evid. 3234.

Evid. 3232–35.

Evid. 3579.

Evid. 4168, *et seq.*

App. III.B., No. 30.

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results show that on an average of the last five years, 12½ per cent. of the University Colleges students passed London University examination, and 15 per cent. of the Owens College students on the average of the three years immediately preceding ths recent foundation of the Victoria University did so. The percentage of Cork men who passed in the Royal is about 33. Evid. 4249.

The rest of the evidence to the standard of education, from witnesses unconnected with the Colleges, who gave opinions based on direct personal knowledge, may be briefly summarised.

Professor Brougham Leech, of the University of Dublin, acted as Secretary to the Treasury Commission which sat in 1876. He states generally that he went to the Colleges with an unfavourable impression. Ho describes his opportunities for forming a judgment and gives his own opinion, and what hs believes to have heen that of his Commissioners, in tho following evidence :— Evid. 7230, *et seq.* Evid 7247.

"7248. Where were you educated?—First at Dungannon School, and then at Trinity College, Dublin. I was a University student there, and from that I went to Caius College, Cambridge, where I became a Fellow. I am now Professor of Jurisprudence and International Law, and Deputy to the Professor of Feudal and English Law in the University of Dublin. 7249. So that you have had opportunities of forming an estimate of academical work?—Yes, and very long experience. What I merely wish to say was, that having seen all these places, I was greatly impressed by what happened, by the evidence that was given, and by the knowledge I acquired. I may add that this was frequently the topic of conversation amongst the Commissioners, and was also referred to in the report of the Commissioners, who were greatly impressed with the result, and with the great value of the work that was being done."

The Commissioners wers Mr. Herbert Murray, of the Treasury, who was also a senior student of Christ Church, Oxford; the Rev. Osborne Morgan, senior tutor of Christ Church, Oxford, and Sir George Allman, who was lately President of ths British Association. The Commissioners are said by Professor Leech to have estimated the standard of education in tho Colleges, after examining all the presidents and professors of the Colleges and inspecting ths departments, laboratories, and museums during a three weeks' inspection, ono week to each college.

Professor Tyrrell, of Dublin, examined in the Queen's Univsrsity for some six or seven years before its dissolution. Ho found the answering of some of the candidstes vsry good. The best, he says, "were quite of the very first rank. Their Latin prose "was as good as one could get anywhero from the very best students. The general "stylo of the anewering too struck me as extremely good. The reading seemsd to me "extensive; grammatical answers good, and in the stylo generally what I may call "robustness, sound, strong, vigorous, graceful scholarship." At the Queen's University "Little go," which corresponded to the present Royal Univsrsity second University in Arts, and was taken after two years' work in tho College, he had an opportunity of judging of the entire class of pass men. He thought them quits as good as could be expected. Ho found that tho average preparation of the pass man was certainly satisfactory as comparod with what could be expected. The proficiency of the honour men was very great, and he thought that the pass men as a rulo answered very adeqnately and well. His impression is that, in settling the results at the Queen's University Examining Boards, there was by no means any undns lsniency shown. The line was, as a rulo, rigidly drawn. His impression is that he generally voted in favour of a little less rigid lino. He would say that the answering of the men to whom he gave marks sufficient to pass them, was very much the same as the answering of ths men to whom he gave pass marks in Trinity College. The Queen's men were weak, as in Oxford, and indeed almost every where, except in Trinity College, Dublin, and Cambridge, in classical verse; but if that element were eliminated, and the men compared on their classical merits.independent of it, hs would say that the Qusen's University men would have qnite an even chance with the Trinity men, jndging from his own experience. In saving so, he is comparing the hest Queen's University msn with the best Trinity Collsge, Duhlin, men, and the slightly less good with the slightly less good. He wonld infer for his own part that the teaching of the Colleges was certainly good, and that was the impression he wished to convey strongly to ths Commissioners. Evid. 7394, *et seq.* Evid. 7399. Evid. 7401–2. Evid. 7402. 7403, 7405. Evid. 7408. Evid. 7409–7413. Evid. 7412. Evid. 7418–9.

Professor Maguire, of Trinity College, Dublin, was for eleven years (1869–80) a Professor in Queen's College, Galway. He was asked where he would place the average man in his senior class (a small honour class) whsn about to leave Galway, in comparisou, *e.g.*, with men in Trinity College, Dublin. He says :—

"7752. . . . . I should say exactly what Professor Tyrrell said, that minus verse he could take first rank. Some of my men used occasionally to do verse, but from beginning late they could not compete with the regularly trained versifiers. In other respects—both I should say in prose and the faculty and power of translation, they could certainly compete with the best."

He saye that the Students of the Queen's Colleges ars excellent and hard working

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Evid. 7848. Evid. 7849. students. "I never saw a harder working set of men as a body. Of course there was an idle man here and there, but he generally went away." Like Professor Tyrrell he has had the opportunity of judging of the progress made by the whole body of pass men in the whole of the three Colleges in Latin, at the "Little-go" examinations, and being asked to compare them with the students of other Universities, he thinks that

Evid. 7850. they "studied to good purpose," and "remarkably well." After passing the matriculation examination, he thinks that the men nearly all made good use of their

Evid. 7744–47. opportunities—he had hardly any cases where they did not. Professor Maguire is cross-questioned as to an opinion expressed by President Berwick, and another by Dr. Moffett

Evid. 7794–7. in 1857. He says that President Berwick's opinion of 1857 did not at all describe the state of things he found when he came to Galway in 1869 fresh from Trinity College, where he had been acting as a private tutor.

Evid. 7142, *et seq.* Dr. Curtis, Assistant Commissioner to the Intermediate Board, was during twenty-two years (1857–79) Professor of Natural Philosophy in Galway. In his time, the aim of the College matriculation was to ensure the fitness of the entrants to profit by the instruction of a University College; and in his opinion it certainly attained that object,

Evid. 7156–59. not merely with respect to the ablest lads, but with respect to the bulk of the students. Having had an intimate acquaintance, before going to Galway, with the education

Evid. 7162–64. system of the University of Dublin—Dr. Curtis says that the education given in Queen's College, Galway, compared most favourably with that given to pass students in any other University. "With regard to the passes," he says again:—

> "7165. . . . . With regard to the passes in the Queen's University, I consider they were fully on a par, if not superior, to those in Trinity College, Dublin; but with regard to the honour courses for the degree of B.A., as its was only a three years' course, and that of Trinity College is a four years' course, I do not think that the men in mathematics, and so on, were up to the honour B.A. of Trinity College. But the M.A. examination as examined in the Queen's University in mathematics, was fully up to the moderatorship in Trinity College."

Evid. 7170–7172. The scholarships were regarded both as rewards for acquirement and as aids for further learning, and in his opinion they have fulfilled both functions, having been most valuable, as rewards and as inducements to work, to meritorious men who could not have gone

Evid. 7173–7174. through the universities or the colleges without them. These scholarships were so small as compared with those in many other colleges that they would not, he should say, have paid the student's expenses, and the students could not fairly be represented as having been bribed by them to come to the colleges. He is confident that the pass students were not

Evid. 7180. neglected in favour of the honour students. He never found that he was in danger of neglecting them. He had as much to do as any of his brother professors, and in

Evid. 7181. having to attend to both pass men and honour men he felt no strain. With regard to the fitness of the students who matriculated in Queen's College, Galway, he says that,

Evid. 7201. speaking for his own subject, and in other related subjects, they certainly were fit to pursue university studies, and he knows that the examiners in the other subjects thought so too.

Evid. 7211. As to President Berwick's opinion (expressed in '57) it was not applicable to the time of which he himself speaks. The teaching was at that time not "the teaching of a high

Evid. 7214. school" but of a "university college;" and if President Berwick were now alive and aware of the enormous improvement in the mathematical answering, he would give very different evidence. With respect to the Intermediate examination, he says—

> "7218. . . . . There is one point on which there seems to be a mistake, and that is in assuming that the junior grade Intermediate course represents an amount of knowledge inferior to that on which a boy can enter college Now, I know, as a matter of fact, that in my time it was common, and I believe it is so still, for young men to enter College too early in life. I have known boys to enter from the second or third class in a school. On the other hand, there are some notable examples where men have obtained the highest distinctions, and obtained the highest place at entrance, scholarship, and so on, although they entered College at fourteen. There is another reason why boys may pass from the junior grade to Trinity College or the Royal University, and do well there. Any boy under sixteen years of age may present in the junior grade, and a large number enter college at about this age."

Though Professor Maguire and Dr. Curtis may be supposed to take a great interest in the College in which they taught for so many years, it is scarcely necessary to add that their intimate acquaintance with its whole working gives unusual weight to their testimony.

Evid. 4103. The Very Rev. Dr. Webster states, from his experience of 27 years in Cork, that, "nothing can possibly exceed the superior secular instruction given in this College." He has just proved his interest in the institution by the completion of a handsome hall of residence in connexion with it, to be open to students during the Session 1884–5. His opinion of the students is founded on personal intercourse with them, especially with those of them belonging to the Church of Ireland, who appear to have been, on an average of years, nearly two-fifths of the entire number (*vide* President's reports), and on his knowledge of their history in after-life.

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We may quote some further testimonies from former students. Mr. Harrington, a manufacturing chemist, who was a Cork student, went for a year to the University of Bonn, the chemical laboratory of which he believes to be perhaps the second largest in the world, fully as large as all the buildings in Cork put together. After spending a year in Bonn, he says :—

"4335 . . . . The teaching I received here was excellent, quite as good as that given in Bonn, perhaps not quite so extensive, but equally good, and perhaps, in some respects, better. In Bonn the student is left a good deal to himself, whereas here the Professor and assistant are always in attendance, going about constantly from one student to another, giving instructions. 4336. Then, so far as the chemical education is given, your evidence would be in favour of the chemical education here as contrasted with that of Bonn?—I would not say that. I say it is excellent here; it is also very good there, but in some respects it is better here. The Professor here devotes more time to the students than there."

Mr. Anderson, who was a student in Galway, read there for a year afterwards, not in class, but with Professor Larmor, while preparing for his Queen's University M.A., and for the Foundation Scholarship he obtained at Sidney Sussex College, Cambridge. He took his B.A. in the Queen's University, with first honours in experimental science and second honours in mathematics, and his M.A. in 1881 with first honours in mathematics and second honours in experimental science. In June, 1884, he was placed sixth Wrangler at Cambridge. When he went to Cambridge he thinks that he had sufficient knowledge to have placed him as a low Wrangler, or, at all events, near the top of the Senior Optimes. He is asked— Evid. 7290.

"7297. Do you attribute the success which you attained mainly to your Galway education, or mainly to your Cambridge education; or would you draw any distinction—would you say to what you attribute it chiefly?—I certainly attribute it principally to the training I got at Galway. 7298. That is to say, when you went to Cambridge, you were in a state to take a good position at once, in consequence of the training you got at Galway—for instance, you obtained a foundation scholarship at your own College?—Yes. I think at that time I could very probably have had a place among the Wranglers, or at least very high in the Senior Optime list."

He is asked to state his opinion of the standard of education in Galway, having seen Cambridge, and he says he thinks it would compare very favourably with Cambridge. He says further that the pass men in Galway were quite equal, if not superior to the pass men in Cambridge, with as much knowledge, and he thinks more carefully looked after. Referring to Cambridge men, Professor Larmor says that he himself, though he was first at Cambridge at every examination in which he competed, was not always first in the scientific examination in the Queen's College; he was not first in mathematics in the Second University examination. He adds—"I only state this to show that it is not the case that there may have been merely one, or two, or three exceptionally good men. It is my decided impression that in my subsequent experience in England and elsewhere I have not met with a more distinguished body of University students, for their numbers, than the students of the Queen's College of the time of which I speak (1871–76)." Being familiar with the men who took scholarships in Galway in his own time, Mr. Anderson thinks they were quite fitted to receive scholarships according to a reasonable standard. He has no recollection of anybody at whose getting a scholarship in Galway he felt surprised, and has been surprised at Cambridge. The last four questions put to him, with the answers given, summarise his evidence :— Evid. 7309. Evid. 7310–13. Evid. 6464–6465. Evid. 7330

"7363. Was the matriculation examination at the College in your time sufficiently high for the men to be quite in a position to avail themselves of the teaching they received in the College?—I think it was. 7364. You have no doubt on that head—that the men, after going to College, were sufficiently educated to avail themselves of the opportunities offered at the College?—I have no doubt upon that. 7365. You have formed, I suppose, a very definite opinion—indeed you have almost expressed it—with regard to the standard of education at the Colleges as compared with other places. Are you satisfied with the standard of education at the Colleges, speaking as a matter of experience and your own observation?—Yes, I am satisfied. 7366. You wish us to understand that you are quite satisfied?—Yes."

Dr. Parker, who is head master of the Methodist College in Belfast, and a Doctor in Laws, and scholar and moderator in the University of Dublin, speaks from familiarity with the scholarship standard in Belfast, for which he prepares many successful students, and from his knowledge of Trinity College, Dublin.

"556. Comparing the education here with the education in your own student days in Trinity College, Dublin, you have a very high opinion of the standard of education here?—Yes. I form it from familiarity with it. I think it is very thorough."

His opinion is expressed in the following evidence :—

"543. Knowing what your students have done are you able to form an opinion as to the standard of education here?—Yes. I have a very high opinion of it from comparing it with what I know of my own student

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days, and what I know of the teaching in Trinity College, Dublin. 544. You are able, you say, of your own knowledge to tell us what the standard is here?—Yes, I think it is very fair. 545. Does that apply equally to all the branches of learning here, or to one or more?—I confine it to the two branches particularly with which I am most familiar, namely, classics and mathematics."

Evid. 6827. Mr. Perry, a Belfast student, is County Surveyor for the West Riding of Galway. He took his degree (B.E.) in the Queen's University, and he passed the Civil Service examination for his Surveyorship. He is of opinion that the latter examination was not so severe as the former. He took his County Surveyorship direct from the College Evid. 6843. without the intervention of a "grinder." He says that an engineering course in the Queen's Colleges is exactly what is required for a County Surveyorship examination. With regard to the requirement by the Royal University of a first University in Arts as a condition precedent for all degrees, he says that this requirement is quite unsuitable for his profession, and he gives instances.

6646. "When I was a student of Queen's College, Belfast, I know six fellow-students, at least five going on for an engineering degree, of whom three became first honour men in degree examinations, and two of them became second honour men. I say that to show how it is possible for a workman student to be a fairly high-class student. Now, the present arrangement of the Royal University would put every one of these men out of the prize list. The limit of age would put them out, but they would also be kept out by the insistance on a knowledge of Latin and Greek."

He gives reasons for his objection in the answer to q. 6877.

The last witness not officially connected with the Colleges, whose testimony we shall adduce, is Dr. Shaw, a former student of Queen's College, Belfast, who graduated in 1865, acted as Professor in Magee College, 1869–1877, and was Professor in the University of Dublin, 1877–1882. Dr. Shaw says :—

"8399. . . . It is hard for me to speak with confidence of the standard of education in the Colleges as I knew it when a student, because, of course, I have changed my point of view. But I think I may say this, without going beyond the evidence, that while in classics, perhaps, the standard of education was not so high, and could not be expected to be so high, in the Queen's Colleges as it is in the older universities, who get men who have been trained from their earliest years in the niceties of classical scholarship, yet, I believe, that in subjects which are not usually taught at schools, and which men come to fresh in College life, such as metaphysics, logics, and ethics, political economy, and English literature, and others of that sort, in which school training does not give a man a great advantage, the students of the Queen's Colleges, had a standard of education at least as high as that of any university in the kingdom. I have had very considerable experience as an examiner in the Queen's University since. I examined in political economy and jurisprudence in the Queen's University of Ireland for three years in place of Professor Leslie, of Belfast. I also examined in political economy during the five years I was professor in the University of Dublin. I therefore had very considerable experience of the kind of men there. Now, I say, from my experience as an examiner in the Queen's University, and from my experience of Trinity College, Dublin, the men, as a general rule, take a higher standard in the subjects I have mentioned in the Queen's Colleges than they do in Trinity College, and for this reason, among others, that the highest prizes, in the University of Dublin, are given to mathematics and classics, and therefore the best men give more exclusive attention to those subjects whereas, in the Queen's Colleges, the very best men throw themselves into logics, metaphysics, ethics, and subjects of that sort."

Evid. 8418–20, 8423–24. Having been an examiner in the Intermediate, he expresses his opinion that the average pass man at matriculation in Magee College or Queen's College, Belfast, is a distinctly higher man than the average pass man in the junior grade of the Intermediate; with more knowledge, more maturity, and more intelligence in every way—in English, and in general intelligence and maturity of mind, giving evidence that he is likely to profit by a University course—

Evid. 8425. "There is no comparison between the two men as fit candidates for a University course. I have not the slightest hesitation, speaking from my own experience, in saying so."

With regard to the standard of education generally in the Queen's College, Dr. Shaw concludes his evidence, by saying—

"8447 . . . But I think that taking the bulk of the Queen's College graduates, man for man, as you find them in life, as I have met them, they are as well educated men, and as fit to hold their own as graduates of any other university."

(*d*) Faculty of Medicine.

In discussing the standard of education, we have, in the main, kept the faculty of arts separate, as our evidence has kept it practically separate, from the other faculties of medicine, law, and engineering. On the two latter we had but little evidence, but it pointed clearly to the conclusion we have already expressed on page 3 of this Report. Some of the evidence already given bears on the faculty of medicine, where it was difficult to disentangle it from that presented in connexion with arts. We shall here state the additional evidence bearing on the faculty of medicine.

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No complaint is made of the etandard of medical educatiou as exhibited in the programme of thc colleges for thc medical scholarships. As their number is small—in Cork we are of opinion that it is too small—the competition must alwaye be keen. The Intermediate examination caunot be used to throw any side light on the subject.

We are thrown back on three main branches of evidenco :—

1. Tho opinions and statements of witnesses whose position and opportunities enable them to speak with authority—
   - *a.* With regard to the medical education given in tbe Colleges.
   - *b.* With regard to the clinical facilitiee in connexion with them or open to their students.
2. The medical distinctions obtained by students of the Colleges in after life.
3. The consideration of the lists of the Royal Uuiversity for 1883, with regard to the wholo of the etudents presenting themeelves and passing, and of those for 1882 and 1883 with rogard to thc number of exhibitions obtained by the medical students of the Colleges.

Opinions of Witnesses on Standard of Medical Education.

Opinions of Witnesses on Standard of Medical Education

As in tho case of the faculty of arts, and for the same reasons, we shall refer only briefly to tho evidence of the medical professors which will be found detailed in our minutes. As beforc, wo selcct a few passages for qnotation here from the evidence of the witnesses, on the ground of their general acquaintance with the condition of medical schools outside the collegiate towns.

Professor Redfern, whose eminence as a toacher of anatomy ie universally recognised, gives the following evidencs :— Prof. Redfern.

"301. What is your opmion of the course of medical education in the College and the good it is doing?—I had fifteen years' experience in Aberdeen. I have for two different periods examined in London, on one occasion quite recently, and on the other beginning in 1861. I have had an opportunity of comparing the Aberdeen students and those of the University of London, and the students of this College with both. As the result, I have no hesitatiou in saying that the students of this College before the last two years went out better prepared as medical practitioners than any other students in the United Kingdom, excepting, perhaps, those of the University of London."

Professor Cuming, who was Presidout of the British Medical Association at the meeting in Belfast, has had opportunities of comparing the students here with thoee of other colleges and schools. His evidence with regard to the standard of education is found in substance in the following passages :— Prof. Cuming.

"688. . . . . We havo had many opportunities of noticing with regard to the Army and Navy examinations, and the examinations for tho Indian Civil Service, and, on the whole, we have done very well, indeed. As a consulting physician, too, I have had opportunities of meeting them this way, and my impression is—and possibly a little natural predilection for this institution may have some part—that they are, on the whole, distinctly above tho average ordinary medical man. 717. Can you tell me the impression left on your mind by a comparison of this with other schools and hospitals? For instance, if any of your friends were about to study, would you recommend them to come here to be brought up to tho medical profession?—Yes, I think it is an excellent school."

Profeseor Charles, of Cork, givee his opinion in the following evidence :— Professor Charles.

"2870. Would yon say that the ordinary run of men turned out from the College is quite equal to the average of what we call general practitioners in England?—I would say it is a great deal better. The difference, if I were to make a difference, would be that the English Medical practitioner has likely seen more hospital practice, because in London there is a large number of hospitals which students can attend; but the practitioner who has been educated here would have a great deal better theoretical knowledge."

Profeseor Letts, says— Professor Letts.

"1640. . . . . The standard is excessively high. I have had experience of students in Germany and Scotland. I was three years in Edinburgh. I was in London and in Bristol, where I was professor of chemistry, and I have never seen such good workers and brilliant students as what I may call the Ulster Scotch."

* The Visitors of the General Medical College, Professor Humphrey and Mr. Power, visited the medical examination of the Queen'e University in June, 1873, and Dr. Risdon Bennett and Dr. Bristows in September and October, 1873. We have had befors us their report, which is repeatedly referred to in the evidence. The general tone of the conclusione stated by the first two gentlemen is expressed in the last paragraph but one (page 162) :

"It is with much pleasure that we are able to report so satisfactorily of the medical examinations in the Queen's University. Though there are some points which in our opinion might be altered for the better, there are others which seem to us well worthy of imitation."

* Reports of the Visitors of Examinations deputed by General Medical Council, 1873. Published by General Medical Council, 315, Oxford-street, London, W.

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The substance of the report of the visitors on the second occasion is contained in ths three following sentences—

"We were very much impressed with the general excellence of thoroughness of the examinations we witnessed as far as they went" (p. 201). "We feel bound to repeat that the examinations which we witnessed were within their scope, admirably well-conducted and complete and thoroughly honest" (p. 214). "As regards the candidates themselves, their average quality appeared to us decidedly low. Our means of forming an independent opinion were not perhaps unexceptionable. The large proportion of failures to pass in both examinations however, and the general lowness of the marks obtained by even the successful candidates strongly confirms this opinion."

Both sets of reporters agree in praising the examiuations, saying that they were within their scope "admirably well-conducted and eomplete and thoroughly honest." In other respects, the tone of the first report is more favourahlo than that of the second. The matters objected to by the visitors seem to have been altered since.

Evid. 9509–11. Professor Banks, of the University ot Dublin, states his opiuiou as a medical teacher of long standing in Ireland. He has had opportunities of judging of the etandard, aud he—

"Believes the professional staff to be admirable, the standard of education very high, the education in every respect in arts and medicine to be of a very high order."

Evid. 9516. He has seen a great many of the men educated in the Colleges. He thinks the theoretical teaching in the Queen's Colleges admirable.

Dr. Cruise. Dr. Cruise, who has heen practising twenty-seven years iu Dubliu, and is a member of the Senate of the Royal Universsity, and Physician to the Mater Misericordiæ Hospital in conuexion with the Catholic University College, does not express himself so favourahly. His evidence is important, especially with regard to the clinical facilities available to studonts from Cork and Galway as they appear in Dublin much more frequeutly than the Beltast men. The substance of what he states as to the medical standard is given in the following:—

"9790. Have you had much knowledge of students of the medical faculty in the Queen's College?—Yes' A good many Queen's College studeuts come to us at the Mater Misericordiæ Hospital. 9791. What opinion have you formed of their acquirements?—Their acquirements were like those of other students—some good and some not so good. 9792. What knowledge do they exhibit of clinical medicine and clinical surgery?—I would say average. 9793. You do not consider them at all behind other students in that respect?—I do not. 9794. What would you consider the strong points in medical studeuts educated at the Queen's Colleges and what the weak ones, if they have any?—I think that the students educated at the Queen's Colleges who came under my notice were what I would call on a par with the average students for the College of Surgeons or for the College of Physicians. I do not think they excelled them."

Dr. M'Ardle Dr. M'Ardle has had experience, for a short period, of Queen's College studeuts. He became qualified to practise in 1879, and is a Fellow of the Royal College of Surgeons. He is now teaching in the Cecilia-street School in conuexion with the Catholic University College. His present class of medical students numbers

Evid. 9656. about 100—twenty of whom come from Cork and Galway. His opinion is that as far as anatomy goes, they have their "work mado up as well as any one," but few of them seemed to kuow the relation of anatomy to surgery. As to the diagnosis of cases they

Evid. 9659. seemed to be quite deficient. He never found a Queen's College student who could

Evid. 9663–9665. diagnose a case nearly as well as a Dublin man. They know the history and symptoms of cases very well—that is what they would read out of books—but at the bedside they would be quite at sea about a case. They can say how splints should be applied, but they are unable to put them on. He finds the Cork and Galway men—

Evid. 9665. "Extremely industrious, and if they had the opportunity they would make very good practitioners. They make more of their time than any men I know."

Evid. 9666. Tho men, themeelves, have always complained of the deficiency of cases, especially in Galway.

Dr. Jones. Dr. Henry Macnaghten Jones is in the same position, as an ex-Professor of Queen's College, Cork, ae Professor Maguire and Dr. Curtis. He was connected with the

Evid. 9387–88. College for twenty years as teacher and professor, and he held various pnblio appointments iu Cork. His evidence is this—

"9394. As you know the college teaching and the hospitals in Cork, will you give us information with respect to these generally as regards the medical education of a student?—My experience and my knowledge of the undergraduate course, and of the men whom I have met in afterlife, enables me to say that the average practitioner or the graduate who has studied entirely in Cork, and who has not even gone to a metropolitan school after his course, is above the average that I have met with from other licensing bodies."

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In brief, he says, in q. 9422—

"And I have given a strong opinion, which I conceive embraces more or less everything connected with the school, and that is, that the general tone of medical education in Cork is quite as good as that which ought to be expected from any provincial town, and that the students have, if they choose to avail of them, ample opportunities of becoming good medical practitioners."

Dr. Jones thinks that it would be a great advantage if the students could avail themselves of the large Union Hospital at Cork. Their opportunities in obstetrics are most perfect—they are slightly deficient in the practice of diseases of women, though in that respect Cork has improved very much within the last few years. The weak point in Cork is in respect to the opportunities for the study of pathology and morbid anatomy. Evid. 9403. Evid. 9390. Evid. 9410.

On the vexed question as to the proper difference to be made in the education of a man who seeks a medical degree and another who aims only at a license to practice, Dr. Jones expresses a decided opinion:—

"9445. . . . . Yes. I should place a higher standard on the man who had a university degree certainly than the one who had a simple license of a licensing body, and therefore I should also place, perhaps, a higher test on that man. That test may be, of course, applied in two ways, either in point of a higher standard of purely medical education and the physical sciences associated generally with the medical course, or it may be applied by a more extended and higher form of preliminary examination, or some such examination as you referred to, and that would be my opinion."

His evidence proceeds—

"9449. . . . . I do not think it has proved in the case of graduates of medicine in Trinity College that it has increased the value of the degree for the graduates in medicine, nor has it, that I am aware of, given the degree additional importance. Individually I do not think that it has. What I mean is that the graduates of the Queen's University, in my opinion, would contrast favourably, though they had no arts degree. Although a great number of graduates of the Queen's University have degrees in arts, I do not think the fact that Trinity College having imposed that regulation has improved the degree or given the degree in medicine any superior character to the degree, for example, of the Queen's University."

He is asked whether, if the Royal University ceased to require candidates for medical degrees to pass the first university in arts, its graduates would be able to maintain themselves on the same level in general practice as the graduates of the University of Dublin, and he says—

"9451. . . . . Broadly I should say they would. It will depend, in my opinion, to a great extent upon the standard of the medical examinations of the University apart from any other consideration, if the standard of the Royal is such as to secure a man of sufficient excellence entering our profession. I consider that that is the main test, and I believe that that is what will ultimately tend to prove the standard of the value of the University degree rather than the imposition of any arts degree in addition to the degree in medicine."

Dr. Knight, who is Physician at Mercer's Hospital, Dublin, and Professor of Medicine and Pathology there, studied at the Queen's Colleges. He states his opinion as to the opportunities of medical education in Cork and Dublin. Dr. Knight.

"8893. . . . The opportunities offered in Queen's College, Cork, are remarkably good—in fact, far better than in Dublin in many subjects; in some subjects they are not so good. In my time the clinical surgery in Cork was not at all good compared with what it is in Dublin; the clinical medicine was much better. 8894. What time was that?—Between 1872 and 1875. The materia medica in my time was very bad, but the next year it was exceptionally good, and has been good ever since. Anatomy was very good; physiology was very good, but histology was not good. That has also been improved. We had then no histological museum, but the year before last I paid a visit to Cork, I found that was altogether improved, and they have now a splendid museum—in fact, far better opportunities for studying histology in Cork than in Dublin. 8895. What would you say about the physiological laboratory in Cork?—It is excellent; it could not be better."

He has annually about 200 students passing through his class room. Until recently from 80 to 100 of them were Queen's College men, so that a considerable number of Queen's College men would seem to have been always in the habit of taking some hospital work in Dublin. They now go largely to Edinburgh. The reason of their doing so is that the educational requirements are less—the expense is only about half of the cost in the Royal, and the man who passes an Edinburgh licensing board is certainly fit to undertake the ordinary duties of a medical practitioner. Evid. 8904. Evid. 8959. Evid. 8965. Evid. 8966.

Dr. Thomson is an M.A. of the Queen's University—a fellow of the Royal College of Surgeons of Ireland, and one of the surgeons to the Richmond Hospital, Dublin. He has had about eight years experience as examiner in the Royal College of Surgeons, and two as examiner in Surgery in the Queen's University. Having had ample opportunities of comparing the Queen's College students with other students, he states the result— Dr. Thomson.

"8535. . . . I am now leaving out the subject of clinical instruction, and I take the Queen's College student as he comes from the College direct. I think he is an extremely well educated medical man, very highly

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educated, knowing his subject thoroughly. I think that one great reason for that is that, so far as I know, the system of grinding and cramming which exists in other places does not exist largely in the three towns where the Colleges are. I know in Galway in my time it did not exist. The only two factors were the student and the professor. The student had to attend upon his lectures, and he had to use his own brains. The subject was not crammed into him by a grinder—an intermediate person. 8536. The teaching was thorough?—Most thorough."

His evidence in reference to detailed subjects is—

"8544. In all such subjects as botany, materia medica, chemistry, anatomy, physiology, and histology, the teaching at the Queen's Colleges you assert is very good?—Very good. So far as the examination was concerned in the Queen's University it was certainly the best in this country, and, I think, was only second to the London University. It was always high class. Whatever improvements were to be made were usually initiated in the Queen's University. I think I am right in saying that so far as the teaching of practical histology is concerned, it began in one of the Queen's Colleges (Belfast), and was afterwards introduced into Dublin. In the same way the examination in practical anatomy. These were all reforms that came from the Queen's University, and were afterwards adopted here."

These remarks apply to all the Queen's Colleges, but he speaks also specially of Galway where he was a student both in Arts and Medicine, and of the period 1863–7.

8529. Had the students sufficient advantages in clinical teaching, in surgery, diseases of women and children, and midwifery?—No, because, certainly in surgery, the cases were rather limited, and not very varied. The same, I think, might be said of medicine. In the diseases of women and children there was practically no clinical at all, nor in the diseases of the eye and ear. Of course, occasionally cases turned up, and those were spoken of, but the weak point of education there was the clinical material. 8530. Is it so now?—I should think it is. I happened to be in Galway several times within the last eighteen months on professional business, and I came to know something of the material. The material has not increased. I dare say they make the most of it, but I do not think the material is at all such as would be sufficient for a man getting the high degree of M.D."

Evid. 8526. Evid. 8563. With regard to the Galway matriculation, he thinks that in his time it was sufficient to test the fitness of a student to profit by University teaching. He is quite aware that a great number of students are deterred from going to the Royal by the first University in Arts, though personally he does not sympathise with them. He would like to see some such examination required of medical students, but he thinks it can Evid. 8568–70. only be done effectively by the General Medical Council, who are medical men of the highest eminence, anxious to get as many well educated men into the profession as possible, and best able to judge of medical men, being medical men themselves.

Personally he would like to see an examination something like that of London University matriculation imposed everywhere on medical students. But he says—

"8518. . . . The General Medical Council has recognised a certain standard of entrance examination, and until it takes it into its hands, and insists upon a uniform examination, I don't believe you will find, nor would it be fair, that a body like the Queen's University as it was, or the Royal University, should enter into competition with other mere licensing bodies. For instance, if the Royal University places a very high standard upon its university examination or its first examination at the university it is immediately met by the competition of the mere licensing bodies and Corporations which admit their students at a very much lower standard. The result will be clearly that the students will go to the licensing corporations and not to the university. Students after all are human beings, and they look to what will be the easiest mode of attaining their object. The public practically do not know what value attaches to the qualification of a licensing body. They treat all doctors on pretty much the same level. An apothecary is supposed by the public to be upon the same level as the hospital physician or the professor, so far as the title goes."

Evid. 7611. Professor D. J. Cunningham. Professor Cunningham is Professor of Anatomy in the University of Dublin. He was previously Professor in the Royal College of Surgeons, Ireland. His experience in Dublin has extended over two and a half years altogether. Before coming to Dublin he was Senior Demonstrator in Anatomy in the University of Edinburgh. He is also an examiner in the University of London. He has experience of some half-dozen Queen's College students from Cork and Galway. Of those that he has met he has formed a very high opinion, in fact he placed them practically much higher than any Evid. 7619–20. he met in the Royal College of Surgeons. He says that the Queen's College students he has met compare favourably with the Trinity College, Dublin, students, and the students of whom he has had experience of in Edinburgh and London. He has no reason to suppose that the Queen's College students he refers to were in any way exceptional.

Evid. 7453–7456. Dr. Stoker. Evid. 7457. Dr. Thornley Stoker is a Queen's University graduate and Professor of Anatomy in the Royal College of Surgeons, Ireland. He has had wide experience of students and describes his opportunities. He says that he thinks the matriculation examination at the Queen's Colleges must have been at least as difficult to pass as the Trinity College, Dublin matriculation or the corresponding examination in the Royal College of Surgeons or other licensing bodies. He forms this opinion from knowing a great many of the students who went in for it, and from comparing them with the students who passed the

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others. The concurrent study of arts and medicine to which the Royal University regulations tempt men is too heavy for the ordinary student. He says that the medical degree of the Queen's was undoubtedly considered the best degree in the Kingdom except that of the Universities of London and Edinburgh, and was so considered by the medical profession and by teachers— Evid. 7468–69.

"7469. . . . For instance, when I was engaged in private teaching I always thought the Queen's University man who came to me was sure to get into the Army or Navy, I estimated them so highly."

He believes the regulations of the Royal University to be the reason why a great many medical students do not resort to it, as is the case, but go to Scotland or elsewhere for license. Comparing the Queen's Colleges with Dublin and elsewhere in respect of hospital practice, he says— Evid. 7471–74.

"7476. . . . Speaking from my observation of students who come to Dublin in considerable numbers from the colleges, I find them prepared in the very best way in all the subjects they were taught within the walls of the colleges; in physiology, in anatomy, in chemistry, and such branches; but I find that they are not well prepared in clinical subjects. They are however in such a state of training when they come to Dublin that they avail themselves of the clinical opportunities afforded with great rapidity."

He is compelled to say "that he thinks the opportunity for studying disease practically in the hospitals connected with the Queen's Colleges deficient." Nevertheless he "classes the Queen's College men he has come in contact with the very best we have in Dublin." He considers the standard of anatomy in the Queen's Colleges to be relatively high. It is better tested by practical examination in Ireland than anywhere else—the reason for which he explains. The examinations of the Queen's University in that respect were as near as possible perfect. The Queen's College men stood among the highest in this respect, though the cost of medical education was lower than it is anywhere else. It has been urged that the profession being overstocked it might be well to check the supply of medical students by stricter University regulations. Dr. Thornley Stoker thinks that the law of supply and demand must always decide in such a question whatever regulations may be made. The view having been put forward that the first University in arts may be taken before beginning the course in medicine, he says that the poverty of the Irish University student will compel him to take a four years course as long as that will qualify him for his profession. The same view is repeated in the following answers:— Evid. 7477. Evid. 7480. Evid. 7481–2. Evid. 7483–84. Evid. 7486. Evid. 7530.

"7570. . . . My observation of the Queen's College students is that they are a very superior class of men intellectually, but have very little money, and an additional year's study would be more than they could afford, so that, if you require five years from them, you would oblige them to seek other qualifications than those of the Royal University."

Like Dr. Thomson, he thinks that the Queen's College medical student goes to Scotland for license instead of to Dublin in consequence of the expense in Scotland being not much more than half. Meantime, as long as a man can get a license to practice which will serve his purpose, he will not submit to a regulation of a new licensing body requiring practically five years from him, while licensing bodies and Universities of excellent reputation will give him license or degree in four years. Dr. Stoker thinks that whatever arts qualification admits a man into the "circle" of the medical profession at all, ought to be enough as an arts condition. Evid. 7540–1. Evid. 7587–9.

"7585. And your impression is that when once a man becomes a member of a sort of club like the medical profession he should be entitled to all the privileges of that club?—I think so. I might give my reason for that? 7586. Yes!—There is no object in preventing a man proceeding to the highest qualification, because once a man has passed the lowest matriculation examination, and obtained the lowest medical qualification, he is empowered to deal with the public, to practise and obtain fees, and anything that would prevent him from proceeding to the highest qualification would be throwing a bar in the way of his improving himself."

Dr. Browne, who has been forty-two years practising in Belfast, expresses his opinion of the Queen's College Belfast practitioner, and the grounds of it, in the following evidence:— Dr. Browne. Evid. 930.

"984. . . . . You will permit me to say that my knowledge of the working of this College has been quite sufficient to tell me that it has been as well worked as any other medical school I am aware of. I believe from the time it was opened in 1849 until the present there have been as able men connected with the College as anywhere else. 985. When you speak of the working of the College you speak of the young men as they turn out afterwards in their profession?—I know them intimately. Some of my own relatives have turned out remarkably well."

Dr. Calwell is a graduate of the Queen's University, he studied at Belfast, and he is now completing his studies in St. Thomas's Hospital, London. His evidence is—

"1081. . . . I should say the teaching here is confined chiefly to the intern patients, while the teaching in St. Thomas's is confined chiefly to the extern patients. If you take the full benefit of the four years'

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education here, attend the classes, and especially read, the advantages are not superior, but they are fully equal to those students who have taken their full course at St. Thomas's. At St. Thomas's the lectures are not attended in the way they are here. The roll is not called in a regular manner, and there are very few more than the regular clinical clerks or dressers in attendance going round with the visiting surgeons and physicians. 1082. With regard to the opportunities of instruction, the class of cases and the variety of disease that you get in the two hospitals, what is your opinion?—I would say they would be superior in St. Thomas's in proportion to the number of beds and no more. 1083. What do you regard this hospital capable of doing with regard to training a future practitioner?—If he takes full advantage he will qualify himself. It depends on himself. 1084. There is no lack of material?—There is no lack of material."

EVIDENCE AS TO CLINICAL FACILITIES.

An inquiry into the opportunities actually afforded for practical clinical instruction by institutions, most of which are only locally connected with the Colleges, did not, strictly speaking, fall within the limits indicated by Your Excellency's warrant for the guidance of the Commission. Without such opportunities, however, no theoretical teaching, even of the highest order of excellence, would fit a student of medicine for discharging the functions of a medical man, for it is obvious that a knowledge of diseases and injuries cannot be acquired without patients and without personal observation and labour in hospitals. It was consequently deemed right to inquire into the facilities afforded in this respect by the hospitals at Belfast, Cork, and Galway respectively.

In Belfast two of the members of the Commission visited the Royal Hospital on two occasions, one of the visits being for the purpose of witnessing the clinical instruction. Dr. Marston also visited the Children's and Ophthalmic Hospitals. In addition he inspected the dissecting-room, and along with the other members of the Commission, the laboratories, the teaching apparatus, and the museums of the College. In Cork he visited the North and South Infirmaries and the Fever Hospital, besides inspecting the museums, laboratories, dissecting-room, and apparatus at the College. In Galway he visited the County Infirmary, the Fever Hospital, and the Union Hospital twice, Professor Jack accompanying him on one visitation. Here, as in Cork and Belfast, he inspected the museum, laboratories, dissecting-room, and apparatus at the College.

In Dublin he went over the principal hospitals for the purposes of comparison, namely, the Meath Hospital and County of Dublin Infirmary, the City of Dublin Hospital, the Mater Misericordiæ Hospital, the Richmond Hospital and the Hardwicke, Jervis-street Hospital, St. Vincent's Hospital. He also inspected the College of Surgeons and attended one morning at a medical examination of the Royal University.

It would have been impossible in the time at the disposal of the Commissioners to have examined exhaustively into all the details of clinical instruction, or to have fully investigated the opportunities afforded for hospital practice at the various institutions in connexion with the three colleges.

The courtesy of the hospital authorities gave every opportunity to the Commissioners for making their inquiry into the clinical facilities open to the students, sufficient for our purposes. Before stating our conclusions we shall summarise their evidence in detail.

The evidence with regard to clinical facilities available in Belfast is given in detail in the Appendix III. B., Nos. 13, 14, and 15. Dr. Whitla, a physician to the Royal Hospital, summarises it in the statement that—

App. III. B., No. 15–end. "In connexion with the Belfast Medical School there are at present, on constant duty, twenty teachers engaged in clinical instruction on 807 beds, and a total of what may practically be regarded as over 70,000 cases."

App. III. B., Nos. 13, 14. The Royal Hospital, which is the mainstay of the Belfast Medical School, is large and well conducted. It has 180 beds, with an average occupation of 150—2,000 internal and 10,564 external patients in the year. Improvements might doubtless be made in it, but it is actively and energetically managed. A constant stream of cases of all kinds passes through it. We summarise the opinions expressed by the staff.

Evid. 1420–23. Dr. Whitla describes the method of clinical instruction, which two of our members witnessed and thought satisfactory. He thinks the number of cases ample for the wants of the students, and of a sufficient variety and better selected than might be anticipated from the size of the hospital. He compares the teaching with that elsewhere—

"1438. . . . I have seen the clinical teaching of all the large hospitals in the kingdom, and I would say that ours is not second to any. I must say that I believe, from the number of our staff and the nature of the cases admitted into hospital in this large manufacturing town, that the students get equal benefit with any London hospital I have seen, and I have been in all of them."

Evid. 1453– The fee is extremely moderate—as far as he knows the most moderate for any hospital in the three kingdoms—ten guineas for a perpetual pupil. As elsewhere, as almost

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everywhere indeed, where there is a medical school, there are several special hospitals more or less availed of—and there may be some, but Dr. Whitla thinks there is not much, disadvantage in this arrangement. Evid. 1462. Evid. 1463.

Dr. Smith is also physician in the Royal. He thinks the opportunities very fair, very good compared with other hospitals that he has seen. As regards general medicine and surgery the advantages afforded are quite sufficient to turn out competent and good practitioners if students avail themselves of them. He says— Evid. 1530. Evid. 1531.

"1532. . . . I have seen hospitals in London and Dublin. Of course this is a provincial hospital, and is not as large as a metropolitan hospital would be, but I think there are abundant opportunities here for a man learning his profession, and, I may also add, learning it well. I have no connexion with the College whatever, but I have a good deal of consulting practise, and I have therefore opportunities of meeting in the country and hereabouts practitioners who have been educated here and elsewhere, and I feel bound to say that the men educated in Belfast I have found at least quite equal to men educated in other places in their intelligence and capacity as medical practitioners. I emphatically assert that."

Some of the cases sent in by subscribers may not be particularly suitable for instruction, but he would say that four-fifths of the cases are such as he himself would select as suitable for teaching purposes. Evid. 1560–62.

Dr. Fagan is a surgeon of the hospital. With regard to the opportunities it gives for surgical training, he says— Dr. Fagan.

"1631. . . . There is one feature to which I wish to draw attention, and that is the opportunities students have of seeing surgical operations. I have had experience in the large capitals of Europe, and have rarely seen a greater number of operations done before the student than in Belfast Royal Hospital. I have performed three or four operations on one morning before a class. Excision of the tongue, by scissors, was performed in the Belfast Royal Hospital for the first time in Ireland. There are others of the most serious character, such as radical cure for hernia and gastrostomy, which have been performed by myself and colleagues. They have been rarely done in this country. Then for ordinary operations the students have opportunities in the extern department of seeing what they meet with in general practise. They have a large field, one of the largest in connexion with any hospital in this country. As many as 30,000 patients pass through the extern department yearly. There is a large class of junior students who commence their hospital training in the extern department, and they gain a round of practical experience there they could not get in any place outside Belfast."

Dr. O'Neill is one of the surgeons. He has had wide experience. He is asked as to the quality of the material, and he says it is of the right kind, only a great deal too much—less would be more useful to the students and to himself. With regard to the minor operations of surgery, dressing and so on, he thinks the students are sent out well fitted for the practice of their profession. Evid. 1578. Evid. 1579. Evid. 1590.

The Royal Hospital has an ophthalmic department under the charge of Dr. Nelson, recently organised. It has twenty or thirty ophthalmic patients daily. Dr. Nelson's evidence is that they illustrate admirably the ordinary forms of eye disease—that the students see not many operations, only the necessary ones; that they have some facilities for using the ophthalmoscope, but that the department is new, in its infancy, and is rapidly advancing. Evid. 1613–1629.

Dr. M'Keown is surgeon to the Eye, Throat, and Ear Hospital in Belfast, and has an ophthalmic hospital where students attend. His evidence is that the Royal Hospital is insufficient.

"1485. . . . There is not a sufficient number and variety of cases to illustrate the various types of disease. I say it is going back now a considerable time, but during the time I was a student there I found it totally impossible to obtain information in some departments; of course an attempt has been made to remedy it to some extent. There was no possibility of obtaining any instruction in diseases of women. I was obliged to go to the Rotunda Hospital, Dublin, to study there. As regards infantile diseases, there is no possibility of receiving instruction at present, and no possibility of receiving instruction in the ordinary infectious diseases of children. So you see the defects that existed in my time in clinical instruction, and I do not know that any material advance has been made."

He does not think the hospital inconveniently far from the College. He is strongly of opinion that the Union Hospital with its 1,600 beds (*v.* the evidence of the physician, Professor Seaton Reid) ought to be utilised for the students. Evid. 1493. Evid. 1508, 1925–43.

Dr. M'Mordie, who speaks of the imperfect hospital accommodation in Belfast, attributes to it the fact that the students are not now coming there in such numbers as formerly. We have no evidence, however, of any specific deterioration of the Royal Hospital in recent years. Dr. M'Mordie thinks there are too many physicians and surgeons. Evid. 575.

Professor Cuming, who is a physician to the Royal Hospital, thinks the cases illustrative of the diseases which medical men generally encounter in practice, but he says that, Evid. 679.

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Evid. 678. ae in all general hospitals to the average type of which the Royal Hospital corresponds very closely, there are moro chronic than acute cases. He would be very glad to see a Evid. 697. large new hospital built near the College. He agrees with Dr. M'Keown tbat it would Evid. 700. be a great advantage if the Union Hospital could he utilised for the students. He states some of tho difficulties which appear to oxist at present. Other difficulties Evid. 1938, 1939. are also stated by Professor Seaton Reid, the physician to the Union Hospital, some of which appear to he personal to himself. We are not in a position to state whether these difficulties are insuperable, nor can we pronounce an opinion whether the cases met with in such institutions are of such a character, or in such variety, as to afford good material for clinical instruction. It seems doubtful, however, whether in union hospitals generally there would he a sufficient number of properly selected cases, and whether the desire or capacity for clinical teaching on the part of the medical staff could always he depended upon. Professor Reid helieves the Royal Hospital sufficient. Evid. 1941. Professor Cumiug sees the disadvantages of the present arrangements by which the hospitals are eo much scattered, but he is houud to say that they secure a very fair amount of patients for teaching—he thinks the amount of care and attention they Evid. 704. are able to give to individual students makes up for a great deal and turns the students out—on that point he is quite convinced—really good practitioners. As to the Evid. 705–6. suggestion, that the Belfast student might wisely spend tbe last year of professional study befors license out of Belfast, he says that it would be premature his going Evid. 718. elsewhere hofore taking his degree.

Conclusion stated. Taking everything into account wo are inclined to agree with Dr. Cuming. The Belfast hospital facilities have not, however, heen so developed and utilised as we should have expected in connexion with a medical school so vigorous and so numerously attended, situated in so large a centre of population. It concerns the future of the school that these clinical facilities should be brought up to the highest possible level; and with such a clinical field as that availahle at Belfast, there ought to be no difficulty in accomplishing this.

Practical Teaching in Scientific Subjects. In respect of the practical teaching in the preliminary subjects of a medical student's course, chemistry, zoology, and botany, Belfast is not nearly so well off as Cork. The chemical laboratory is, we helieve, accurately described by Professor Letts in tbese words—

Evid. 1639. "Such limited accommodation is without parallel in any institution like our Collego in the three kingdoms"

Evid. 1700, 1702, 1703. The sums assigned for the zoology museum and the botanical garden from the public grant are described by Professor Cunningham as quite insufficient, and no local benefactions like Mr. Crawford's in Cork seem to come to his or to Professor Letts' assistance. The actual accommodation given in the chemical laboratory at Belfast Evid. 1658–9. is not creditahle.

It is not perhaps invidions to remark—as the medical staff in Belfast includes meu of eminence who have been a long time teachers there—that the medical professors in Belfast have heen, on the average, engaged in teaching for a much longer period thau those in Cork and Galway, and that the Treasury rule, which refuses retiring allowances to medical professors who have engaged in private practice, appears to press severely on this College.

As we have pointed ont elsewhere, the Queen's College Cork is, in the main, a medical school, with an exceptionally successful faculty of engineering, a law school, and a small arts faculty attached. In mauy respects, as a medical school, it rivals Belfast. In the year 1884 it had 241 medical students as against 264 in Belfast, while the number of all other students was 68 as against 235 in Belfast.

It is of much importance, therefore, to ascertain the clinical facilities actually available in Cork, as well as the clinical potentialities of the city and district. Cork is the third city in Ireland, with no other near it in population. There seems no reason why the clinical facilities necessary for a high class medical school should not be available with a population, in the city of 80,124, and in the connty—populous parts of which are near and convenient to the oity—of 415,473. In fact, there are numerous hospitals in Cork, situated at some distance from each other. Within the last seven years a great deal has been done in Cork for the College by voluntary subscriptions, and through the energy of the President. His memorandum (Appendix III. B., No. 21) shows that an admirable botanic garden and plant house have been provided, and an excellent zoological laboratory in connexion with it. The zoological museum and the collection of dry plants has been greatly extended. The chemical laboratory has heen slightly improved, and

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it would be completely renewed if there were a prospect of stability in the circumstances of the College. The greatest improvements of all have been made in connexion with the medical school.

". . . . The medical school of Cork College was not therefore worse off in this respect than the other medical schools of the country. In this state of things the school could not perform its functions properly, and required to be remodelled, enlarged, provided with laboratory, museum, and other teaching appliances, suitable to the present condition of medical science. This has been done so far as very limited funds would allow." Appendix III. B., No. 21.

We refer to Dr. Sullivan's paper for details. It shows a remarkable improvement in the buildings and internal appliances of the College, and especially of those directly or indirectly connected with medical teaching.

The physiological laboratory particularly is excellent. It is provided with some of the latest apparatus, both for demonstration and research in experimental physiology. App. III. C., No. 32.

We have already spoken of Dr. Webster's newly erected hall of residence, and an additional building might be set about immediately, the land and the plans having been secured, and the money promised.

"About seven and a half acres of the land to the east of the College grounds have been purchased, enclosed, and roughly laid out, with a view of being made part of the College grounds. Upon this land it is proposed to build six houses for married professors, and a hall, to be called Crawford Hall, containing chambers for unmarried professors, assistants, senior students engaged in teaching, &c., and a large dining-hall for such students as wish to dine in College. The plans for these buildings have been prepared, put out for tender, and tenders received. The Treasury have consented to allow the Board of Public Works in Ireland, who, under the Colleges Act, are the trustees of the lands and buildings of the College, to act also as trustees for the Crawford Trust. The chief condition of this trust is, that the land and buildings shall revert to Mr. Crawford or his heirs, should, at any time, the College be made denominational—a condition which equally applies to Mr. Crawford's previous gifts. The only thing then that prevents this noble project from being at once carried out, and Queen's College, Cork, from being made one of the most complete educational institutions in the United Kingdom is the recent legislation, and the present uncertainty regarding the Irish University question." App. III. B., No. 21.

Turning from these actual and prospective contributions to the success of the College and to the medical school connected with it, we proceed to detail the evidence with regard to the clinical facilities. A considerable amount of general evidence has been given by outside witnesses in connexion with the general standard of medical education. An explicit statement of the clinical facilities in Cork is given in our Appendix III. B, Nos. 22 to 27. The number of beds in each of the two principal hospitals is 100 and about seventy are occupied daily. The first eight of the hospitals in Cork are available, and are, to a considerable extent, used for clinical instruction. The main reliance of the clinique is on the two general hospitals—the North and the South Infirmary. Clinical Facilities, Cork. App. III. B., No. 23.

Professor O'Sullivan, who is surgeon to the North Infirmary, thinks that, taking Cork as a whole, there is an ample amount of material for clinical purposes. He does not think much inconvenience is caused by the distance between the different hospitals and the College. Evid. 2604. Evid. 2624–25.

Dr. Cremen is physician to the North Infirmary. He thinks the two hospitals are fairly well supplied with cases. Knowing the London hospitals well he compares them with those of Cork.

"3065. . . . Ours are much smaller and the number of cases smaller, but at the same time we get in Cork a comparatively large number of interesting cases. Of course in London they have greater facilities—in the King's College or the University College—for teaching; but, at the same time, for the size of the Cork hospitals they do wonderfully well. 3066. You think that the greater care and attention given to men here make up for a larger number of cases?—In a great measure I am sure it would. I have seen men who remained in Cork for their entire course go up for their degree in the Royal University along with those who had gone and studied in Dublin last year, and ours were in every way equal to them. I would say the Cork men did rather better."

Dr. Charles Pearson, assistant-surgeon in the North Infirmary, knows the Dublin hospitals well, and he says that the teaching of the North Infirmary compares favorably with the teaching anywhere. Evid. 3064, 3065.

Dr. Townsend is physician to the South Infirmary. Having had opportunities of comparison, he says—

"2986. . . . I think our hospitals in Cork compare very favourably with those in any other provincial city, and probably with many of the metropolitan hospitals, because the field which supplies us with cases is far larger. There is not the number of hospitals to divide the cases amongst as in Dublin. For instance the whole county of Cork sends us medical and surgical cases, and therefore, beside the city cases, we have the county cases. There is a very large number of accidents, and a very large number of medical cases also. I know the Dublin hospitals pretty well, and I certainly think there are a better class of cases in the infirmary here than in the Dublin hospitals."

For the reasons given, he does not attach much importance to the distance of the hospitals from each other and from the College. Evid. 2999, 3000.

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As Professor Charles is connected with neither of the hospitals, his evidence is valuable.

"2856. But having been in other places you have had an opportunity of judging, and as you are not attached to any of the hospitals we might expect to get an impartial opinion?—The students have ample material. They have a large number of hospitals. In fact they have hospitals for every kind of disease. They have special as well as general hospitals. 2857. They are not spread out too much to be available?—There might be an improvement made in this respect. 2858. Have you compared this with other places, say with the average provincial medical schools in England. Would you say that a medical student has quite as good opportunities here as there?—He has certainly better here."

Though he thinks that it would be an advantage for a medical student to have the opportunities of practical work increased in Ireland, he is of opinion that the best course for the student is to spend his whole four sessions in Cork and then, if he can, to take another in London or some other capital.

Evid. 2873.

Dr. Cotter speaks of the opportunities for the clinical study of fever, a subject now required by the Royal University and the Royal College of Physicians, Ireland. The details are given in the answer to question 3129.

Professor Corby, the professor of midwifery, is one of the physicians of the Cork Maternity. He thinks that the students have splendid opportunities of learning there his branch of the profession. With reference to strictures made by the visitors in 1873 he calls special attention to the results in midwifery examinations recently obtained by the students in Cork. It appears that in the examination for the diploma of obstetrics in the Royal University in June, 1883, seven of the ten successful were Cork men—only one of whom gave in his name as belonging also to another (Dublin) school. In the autumn of the same year eighteen students obtained the diploma, of whom fourteen were from Cork. The diploma was practically open only to students of the Queen's Colleges, but the fact that twenty-one out of twenty-eight places were obtained by Cork students is certainly significant of the value of the midwifery instruction in the College. The Ophthalmic Hospital appears also to be satisfactorily worked and organised.

Evid. 3079, 3080.

Evid. 3081.

Royal Univ. Calendar, 1884.

Evid. 3565–3576.

CONCLUSION STATED.

Taking these statements in connexion with the tabular returns and the testimony of outside witnesses quoted elsewhere, we are of opinion that the clinical facilities offered in Cork may be described as fair, but not more than fair. There is no reason why they should not be considerably improved, but we doubt whether it would not be for the advantage of the Cork student, at present, to take a portion of his course elsewhere for a clinical year. As, however, we see no reason to disagree with Dr. Macnaughton Jones' opinion, that a tolerably complete medical education can be obtained by students who take their whole medical course in Cork, and one which will be unusually good in the scientific, as distinguished from the practical subjects of the course, we are not prepared to recommend that he should be required to do so.

Evid. 9397–9398.

CLINICAL FACILITIES, GALWAY.

The evidence with respect to clinical facilities in Galway is practically that of the professors, and these facilities are generally recognised as not satisfactory. Professor Pye put in a document signed by Professor Browne, Professor Kinkead, and himself, in 1878, which is given in our Appendix. In that document the professors offered among them to conduct the clinical work of the County Infirmary, so as to dispense with the salary of the county surgeon. Since the date of that document one gentleman has been appointed professor who holds a hospital appointment (in the Union Hospital), and to that extent the position, as described in the document, has been improved. The definite proposal is contained in the paragraph—

App. III. B., No. 34.

Evid. 5307.

"We would respectfully suggest, for the consideration of Government, that on the death, resignation, or retirement of the present surgeon, no county surgeon should be appointed, but that the medical Professors of the College should be *ex-officio* surgeons and physicians, and bound to attend the county infirmary as part of their professional duties." (Appendix III. B., No. 34.)

We may add that, if we may gather his opinion from his evidence, Professor Browne, the present county surgeon, would willingly retire but for the Treasury decision, which prevents his getting any retiring allowance.

Evid. 5366–68.

Professor Lynham expresses a moderate opinion with regard to the clinical facilities when he was a student, some ten years ago. He thought them on the whole very fair, and he saw many interesting cases and important operations. Professor Kinkead thinks that, as far as the theoretic teaching is concerned, the students could not have better opportunities anywhere, but he does not consider that at present there are sufficient materials for clinical teaching, taking into account the advances surgery has recently made. In connexion with Professor Kinkead's subject, however, there is an admirable museum which is probably unique, and which is described in the Appendix III. B., No. 38. Professor Kinkead says that the students are deficient in having no specialties in Galway,

Evid. 5420–21.

Evid. 5500.

Evid. 5437.

Evid. 5501, 5502.

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e.g., of diseases of the eye or ear—no particulnr institution for diseases of women and children, no large midwifery ward. Professor Colahan, who is one of the physiciane of the Union Hospital, has the privilege of using his ward for clinical teaching. On tho day of our visit there were 74 msdical and surgical cases, 8 of fever, 6 of eye disease, 4 of midwifery, in the whole Union Hospital. The number of midwifery cases during the session had been 15, the number of nccidents treated 31, the number of eys cases 26. Professor Colahan spenks more favourably of the clinical facilities in Galway, especially in connexion with the Union Hospital, than any of the other witnesses. For midwifery and operative surgery, however, the students go to Dublin. The county infirmary, which is practically the mninetay of the clinical teaching of Gnlway, had 6 surgical and 14 medicnl cases on the day of the visit of the Commissioners. In the course of seven months, 24 accidents and 14 eye cases were admitted, nnd 30 operations performed. The total number of internal patisnts in the twelve months was 251, and there were in addition 434 out-patients.

Evid. 5488–5492.

App. III.B., No. 37.

Evid. 5445.

Evid. 5460–1.

App. III.B., No. 35.

Professor Andersou states thnt ths hospital, *i.e.*, the county infirmary, is in transition form.

"6391 . . . . There is an sttempt being made to improve it, and bring it up to the proper requirements, and of course there is great difficulty in the way, as no person knows better than yon. The county infirmary is officered by several medical men, and I have no doubt that Galway, with the suggested improvements, can undertake the whole course of medical education, complete and perfect, from beginning to end, without any difficulty whatever. I do not say, of course, that students may not reap some benefit by going to other schools, but I say that a man should stick to his college to the end of his course, and then go elsewhere if he can afford it."

This evidence may be taken in connexion with the state of matters spoken of in qq. 6790–6798 in Professor Pye's evidence. An nttempt is being made to improve ths county hospital. It is said to be badly in want of funds. The nnion hospital doss not furnish the roqnisite clinical facilities. Like nll such institutions, it has so large a supply of chronic cases that if it were entirely available to the students it would not be nearly equivalent to a well-nanngod geuoral hospital with the same numbor of beds. It is in these two hospitals that the whole clinical instruction of a Galway etudent is at present obtained, uuless he leaves Galway and goes elsewhere for a part of his clinical course. Soveral of his professors advise him to do so. If the changss indicated in the professors' paper of 1878 were made so thnt the whole of the existing accommodation could be utilissd (instead of one-third of it, as at that time) for clinical teaching, if funds for the reorganized hospital could be found in the way the paper indicates, or in any other way, if the union hospital could be fully ntilized for clinical teaching, Gnlway might, perhnps, be considered to provide for medical students what would then be, according to modern reqnirements, a minimum of clinical facilities. But the conditions under which it must always struggle to do so are very different from those of Cork, nnd far moro uufavourable.

App. III.B., No. 34.

The city of Galway contains nbout 19,000 inhabitants, and the county about 222,000, as against 80,000 and 415,000 in the city and county of Cork. The couuty population is widely scattered over n highlnnd district, from many parts of which it would requiro some enterprise to transport sick persons to Galway, eveu if the extreme poverty, which is chronic in the west, did not create additional difficnlties. If the best conceivable use could be made of the clinical possibilities of Galway, we question whether it could be expected to provide the clinical opportnnities now considered necessary to the thorough training of a medical man. At present the best conceivable nse is not made of them, and, as it etands, the Galway student would be wise to spend two of his medical years elsewhere.

Census, 1881.

From this evidence and from our own observations on the clinical facilities afforded in connsxion with the Collegos, we consider—

CONCLUSIONS STATED.

1. That anatomy on the one hand, and physiology and histology on the other, should be taught from two professorial chairs instead of from one, if it be found practicable to do so. Physiology is so extensive and progressive a subject, that it must engross much labour and time for its efficient teaching, and it is undesirable that both anatomy and it should be tanght by one professor.

We make this recommendation, however, subject to its being found possible to give effect to it by the provision of a large temporary and a considerable permanent increase of expenditure. The occupants of the present chairs, being paid by fees on what are two of the principal subjects of a medical student's course, have euch an income as to make them independent of private practice. In order that the two subjects may be properly taught, the Professors of Anatomy and Physiology in the three Collsges must be so remunerated as to make it possible to continue this arrangement. The present

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professors ought to be compensated for the loss of the students in physiology, and the permanent remuneration of the professors should be arranged so as to make it possible to induce men of eminence to accept the chairs, without being hampered by private practice. The two subjects are purely scientific, and it would be a misfortune if the occupants of these chairs could not devote their whole time to teaching and research.

2. Preventive medicine, or hygiene, now forms an important branch of medical education, especially in the case of candidates for appointments in the public medical services, and in civil life in connexion with the working of the Public Health Acts. In the event of its being impracticable to create a separate chair for the teaching of this subject, it might probably be conjoined with that of medical jurisprudence, in the way indicated by the President of Queen's College, Cork.

3. Pathology also forms a very necessary branch of medical education, and a chair might be founded for human and comparative pathology. Opportunities for the study of morbid anatomy are deficient at all the Queen's Colleges. This is owing, no doubt, to difficulties which are more or less general in Ireland. At Cork these opportunities are very restricted, and at Galway they may be said not to exist. We consequently submit a suggestion in favour of the erection of a chair of pathology in Belfast and Cork, with greater reserve.

Evid. 963, 1436, 1554, 2553, *contra*, 2996, 5456, 5410–11.

4. We have received some evidence, that in all cases the medical professor should be prohibited from engaging in private practice. To adopt this suggestion would involve a large expenditure. At present the occupant of a professor's chair is believed often to obtain a considerable increase in his emoluments from private practice in virtue of the prestige conferred by his appointment, and he is content to accept remuneration for his professorial work, which by itself would be otherwise inadequate. To prohibit private practice, it would be necessary to raise the emoluments of medical chairs by a considerable amount, and as regards some of these chairs, the prohibition of private practice would be in the circumstances of many colleges a serious misfortune. With it or without it, a hospital clinique should form part of the regular duty of a professor of medicine, surgery, or midwifery.

5. The practical chairs of medicine, surgery and midwifery in the Queen's Colleges, will probably be held by members of some local hospital staff, and it is important that they should be so held, if the clinical field is to be sufficiently worked and applied for teaching purposes. It is suggested whether it might not be practicable to limit the tenure of such chairs for a term of years, the occupants, of course, being permitted to engage in private practice. In a large centre of population like Belfast, such appointments would probably be eagerly competed for. But as we have received no positive evidence on the point we can do no more than submit the suggestion to your Excellency's consideration. Unless this suggestion can be carried out, the Treasury should, as in Scotland, allow a medical professor to retire, like his non-medical colleagues, at a certain age, on pension.

II. IN WHAT MANNER HONOURS AND REWARDS ARE DISTRIBUTED IN THE SAID COLLEGES RESPECTIVELY, AMONGST STUDENTS, HAVING REGARD TO THEIR NUMBERS AND THE VARIOUS BRANCHES OF LEARNING TAUGHT IN THE SAID COLLEGES.

There are at present attached to each college and endowed from the Consolidated Fund scholarships of the annual value of £1,400, divided as below stated:—

Calendars, 3 colleges.

Thirty junior scholarships, tenable by students in the faculty of arts, at £24.
Eight " " in the faculty of medicine, at £25.
Five " " in the faculty of engineering, at £20.
Three " " in the faculty of law, at £20.
Seven senior scholarships, tenable by graduates in arts, at £40.
One senior scholarship, tenable by a student in the faculty of law, who has completed the course for LL.B., at £40.

These amounts are supplemented in Belfast by the following scholarships, supported by private endowments:—

Two Pakenham scholarships, tenable for two years, at	£25
Three Sullivan scholarships, tenable for three years, at	£40
One Porter scholarship, tenable for two years, at	£50
Two Dunville scholarships, tenable for two years, at	£45
for the first year, and for the second,	£100, and
One Andrews' scholarship, tenable for one year, at	£50

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The thirty junior scholarships in the faculty of arts would be more correctly described as ten entrance exhibitions, tenable for the first year, followed by an equal number tenable for the two other years of the College course. The first ten are awarded at entrance, and the other ten are awarded to students at the beginning of the second year, and are continued to them through the third year in the event of their passing their ordinary sessional examination at the end of the second year.

Five of the ten scholarships in each case are appropriated to the literary division of the faculty of arts, including Greek, Latin, and English, for the entrance exhibition, and the same subjects with the addition of French or German for the second year; and five to the science division of the faculty of arts, the scholars in which are examined in mathematics. In the event of a scholarship in the division of literature or of science lapsing by reason of want of competition, or failure to reach the required standard, it is sometimes transferred to the other division. Evid. 427. Evid. 2001–3, 5049–51.

Of the seven senior scholarships in arts, one is awarded for proficiency in each of the following departments:—I. Greek and Latin Languages and Ancient History. II. The Modern Languages and Modern History. III. Mathematics. IV. Natural Philosophy. V. Metaphysical and Economic Science. VI. Chemistry. VII. Natural History.

Under these arrangements the State subscribes £24 a year towards the support of ten students in arts in each Queen's College who approve themselves by competition among those entering at the same time. These ten students are called first year's scholars. They would be described elsewhere as entrance exhibitioners.

At the beginning of the second year, ten other scholarships of the same amount are open to competition among all students in arts who have gone through the prescribed first year's course of the College, or of any other Queen's College, or, in the case of Cork and Galway, who have passed the first University examination in arts in the Royal University. The ten successful students are entitled to receive from the State £24 a year towards their support in the College for two years more. Evid. 310. Evid. 1012, *et seq.* Evid. 2293, *et seq.*

On the expiration of the three years, all the arts students who have passed the prescribed course satisfactorily are eligible for two years afterwards to compete for the seven senior scholarships of £40, to be held for one year, under the condition of assisting the professor and of attending lectures, unless such conditions are dispensed with by the Council. These conditions are seldom insisted on.

Of the eight junior scholarships in the faculty of medicine, two are awarded to students of the first year on the same examination as the literary and science arts scholarships, two are given to students of the second year, two to students of the third year, and two to students of the fourth year. Thus six of the eight may be regarded as appropriated for medical studies.

Of the five junior scholarships in the faculty of engineering, two are awarded to students of the first year, on the same examination as the five science scholarships, two to students of the second year, and one to students of the third year.

Of the three junior scholarships in the faculty of law, one is awarded to students of the first year on a law examination, one to students of the second year, and one to students of the third year.

No candidate is eligible to compete for any scholarship who has not matriculated in one of the Queen's Colleges, or the Royal University, or in some University whose matriculation examination is recognised as adequate. On each occasion a student of any of the Queen's Colleges may present himself at any other of them, and is not restricted to the College at which he has been attending lectures. Evid. 310–16; 2291, *et seq.*

In Cork and Galway the second year's scholarships are also open to students who have not attended the Colleges, but who have passed the first University examination in arts of the Royal.

The following additional privileges are enjoyed by scholars in the several Colleges:—In Belfast, all scholars are exempted from the payment of one moiety of the class fees, but this exemption does not extend to the fees for honour lectures. In Cork, half the class fees are returned to all scholars, but this rule does not extend to honour lectures attended by them, out of the order of studies laid down in the curriculum, nor to exhibitioners. In Galway, junior scholars are exempted from the payment of half the class fees for the course prescribed to students of their faculty and standing, but this exemption does not extend to the honour lectures of the third year, or to any course attended by them out of the ordinary studies laid down in the curriculum, or to the course of medical jurisprudence. Cal. 1883–4, p. 81. Cal. 1883–4, p. 30.

In addition to the scholarships, there is a sum of £100 granted to each College from the Consolidated Fund, for the purpose of providing prizes. This sum may be augmented by any surplus accruing from the endowment. Cal. 1883–4, p. 7.

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We subjoin tables showing the total number of matriculated students in each of the Colleges, classified according to faculties, in each of the five years ending 1883–84 :—

QUEEN'S COLLEGE, BELFAST.

Year.	Arts.	Medicine.	Law.	Engineering.
1879–80,	136	301	12	12
1880–81,	144	318	19	12
1881–82,	175	349	15	11
1882–83,	188	285	20	11
1883–84,	201	251	14	8

QUEEN'S COLLEGE, CORK.

Year.	Arts.	Medicine.	Law.	Engineering.
1879–80,	69	176	5	29
1880–81,	69	230	4	21
1881–82,	74	279	6	35
1882–83,	48	261	12	20
1883–84,	39	225	7	18

QUEEN'S COLLEGE, GALWAY.

Year.	Arts.	Medicine.	Law.	Engineering.
1879–80,	55	99	10	12
1880–81,	71	114	8	11
1881–82,	56	115	8	10
1882–83,	50	68	8	10
1883–84,	47	38	9	5

These tables show the number of students in each College qualified by their standing to hold scholarships in their respective faculties during the years named; but, for the reasons already mentioned, the number of students eligible to compete in any one year, would not necessarily be restricted to the number set down in the tables for that year.

We subjoin a further set of tables, showing, for the same years, the number of students who competed in each College for the junior scholarships and senior scholarships in Arts, together with the number of scholarships actually awarded.

QUEEN'S COLLEGE, BELFAST.

1. Entrance Scholarships (10)—£24 each for one year.

Year.	Literature, 5.		Science, 5.	
	Candidates.	No. awarded.	Candidates.	No. awarded.
1879–80,	6	5	7	5
1880–81,	15	5	9	5
1881–82,	14	5	8	5
1882–83,	16	5	11	5
1883–84,	13	5	8	5

2. Scholarships of the 2nd year (10)—£24 each for two years.

Year.	Literature, 5.		Science, 5.	
	Candidates.	No. awarded.	Candidates.	No. awarded.
1879–80,	9	5	6	5
1880–81,	5	4	6	6
1881–82,	10	5	7	5
1882–83,	8	5	6	5
1883–84,	8	5	7	5

3. Senior Scholarships in Arts (7)—£40 each for one year.

Year.	Candidates.	No. awarded.	Year.	Candidates.	No. awarded.
1879–80,	10	7	1882–83,	11	7
1880–81,	10	7	1883–84,	9	7
1881–82,	14	6			

QUEEN'S COLLEGE, CORK.

1. Entrance Scholarships (10)—£24 each for one year.

Year.	Literature, 5.		Science, 5.		
	Candidates.	No. awarded.	Candidates.	No. awarded.	Exhibitions.
1879,	5	3	7	5	—
1880,	5	4	15	6	1
1881,	6	4	14	6	—
1882,	2	2	10	5	—
1883,	2	1	7	5	—

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QUEEN'S COLLEGE, CORK—*continued.*

2. Scholarships of the 2nd year (10)—£24 each for two years.

Year.	Literature, &c.		Science, &c.	
	Candidates.	No. awarded.	Candidates.	No. awarded.
1879, ...	7	5	5	—
1880, ...	3	3	6	4
1881, ...	5	4	7	5
1882, ...	4	3	4	4
1883, ...	4	3	5	4

3. Senior Scholarships in Arts (7)—£40 each for one year.

Year.	No. of Candidates.	Scholarships awarded.	Exhibitions.
1879, ...	10	7	—
1880, ...	10	7	—
1881, ...	10	6	2
1882, ...	12	5	3
1883, ...	9	4	2

QUEEN'S COLLEGE, GALWAY.

1. Entrance Scholarships (10)—£24 each for one year.

Year.	Literature, &c.		Science, &c.	
	Candidates.	No. awarded.	Candidates.	No. awarded.
1879–80, . . .	*	4	10	6
1880–81, . . .	15	5	21	5
1881–82, . . .	9	5	10	5
1882–83, . . .	12	5	8	5
1883–84, . . .	8	5	8	5

2. Scholarships of the 2nd year (10)—£24 each for two years.

Year.	Literature, &c.		Science, &c.	
	Candidates.	No. awarded.	Candidates.	No. awarded.
1879–80, . . .	6	5	8	5
1880–81, . . .	5	3	7	5
1881–82, . . .	7	5	7	5
1882–83, . . .	8	5	5	5
1883–84, . . .	6	5	4	3

3. Senior Scholarships in Arts (7)—£40 each for one year.

Year	Candidates.	No. awarded.	Year.	Candidates.	No awarded.
1879–80, . .	9	6	1882–83, . .	12	6
1880–81, . .	10	7	1883–84, . .	9	7
1881–82, . .	16	7			

A glance at the first set of these tables will show the great preponderance of medical over arts students in each of the Colleges during the years they refer to. This preponderance seems always to have existed, so far as students were concerned, and is at first sight, surprising, in view of the fact that while the Queen's University, during the time of its existence, conferred the degree of B.A. on 1,150 students of the Queen's Colleges, it conferred the degree of M.D. on 1,060. It must be remembered that at all times a number of the medical students educated in the Queen's Colleges did not take their degree in the Queen's University, but sought, as they still seek, an entrance to their profession through one of the licensing bodies in England, Ireland, or Scotland. It is impossible to estimate the proportion of students who did so, but some assistance may be found in the list of medical men educated at Queen's College, Cork, who obtained places by competition in the Army, Navy, and Indian Medical Service. It appears that 43 out of 202, say one in five, had no Queen's University degree, and that 159, say four in every five, had.

Evidence was laid before us to show that, having regard to their numbers, a larger number of scholarships ought to be allotted to students in the Medical Faculty, and a lesser number to students in the Faculty of Arts; and also to show that the utility of the senior scholarships would be increased if they were reduced in number and increased in amount. With reference to the junior scholarships, it was also urged that it would be better if the amounts paid were smaller for those at the bottom, and larger for those at the top of the list, the total number of scholars and the amount expended remaining the same. The present distribution of the scholarships is regulated by Royal Statutes. These statutes were framed in accordance with the provisions of the Act of Parliament under which the

Evid. 210. 2242, 2562 4550.

* No record for this year.

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Queen's Colleges were founded (8 and 9 Vic., c. 66). The Act provided that the statutes, rules, and ordinances concerning the government and discipline of each College should be made or approved by Her Majesty, Her heirs, and successors, and should be laid from time to time before Parliament. It will thus be seen that no change in the present mode of distributing the fund allotted by the State for scholarships in the Queen's Colleges can be made without an alteration of the College statutes, which can only be effected with the sanction of the Crown. We are of opinion, however, that if the authorities of the Colleges should make any representation to the Government, either for the allocation of unappropriated arts scholarships to students in medicine, or for the consolidation of senior scholarships, or for the varying of the amounts payable, so as to make them different according to the place of the scholar in the competitive list, such representation would deserve the most favourable attention.

Conclusion stated

III. TO WHAT EXTENT AND WITH WHAT RESULTS THE STUDENTS AVAIL THEMSELVES OF THE ADVANTAGES OFFERED BY THE ROYAL UNIVERSITY.

So far as the word "advantages" may be understood of the honours, prizes, and rewards of the Royal University, the information we have received has already been given in connexion with the first question on the standard of education, and the inferences which have been or may be drawn from the facts there adduced. It is impossible, however, to deal with this question without stating explicitly numerous matters connected with the Royal University which were brought before us in evidence, and which confirm us in the opinion that the foundation of the Royal University is too recent—the so-called "disturbance" and "panic" caused by its foundation and by the regulations which it has adopted too great, and the confusion in passing from the old system, under which somewhere between half and a third, perhaps, of the present students entered college, and that under which they will be able to leave it, too considerable—to enable any satisfactory judgment on most of these matters to be laid before your Excellency. The Legislature dissolved the Queen's University and established the Royal, leaving to the Queen's Colleges a considerable place in and connexion with it. We have no right to discuss the comparative advantages of a teaching university and an examining university, or to express any opinion as to the policy that has been adopted. But the question which your Excellency submits to us compels us to consider numerous points with reference to the relations between the Royal University and the Queen's Colleges. As the only reference to the Royal University in your Excellency's Warrant is in question III. above, the information we are able to lay before your Excellency may be, in numerous particulars, incomplete.

Royal University Constitution and Arrangements.

The Royal University is like the University of London—its examinations are open to all comers. At one time the University of London admitted only students from affiliated colleges, but the change to the present system was made about a quarter of a century ago. The adjective affiliated, applied to a college in connexion with the University of London, still hangs about several institutions as a survival of a forgotten past, but we believe that they differ in no material respect, in their relation to the University, from other institutions which are not affiliated. The examiners of the University of London are chosen by the Senate, and, as a matter of fact, many of these examiners are professors in the large university colleges, which have long sent their students regularly for London degrees. But there is no rule on the subject. The colleges enjoy no preference as colleges, and the examiners have no teaching duties imposed on them or recognised by the University.

For the present, the arrangements of the Royal establish a closer relation between it and the five Colleges with which it is now connected. It is governed by a numerous Senate, in which the three Presidents of the Queen's Colleges, and two others who may be regarded as representing them, a professor, and an ex-president have a seat. The Senate lays down the regulations of the University and elects the Fellows and Examiners. At present the fellows are 14 professors of Queen's Colleges, 16 professors of the Catholic University College, 1 in the Magee College, 1 graduate of the Queen's University, 1 professor and 1 ex-professor of Trinity College, Dublin. The "examiners," who are really additional examiners to the fellows, come in much the same proportions from these institutions; nine examiners, however, altogether, coming from outside. The duty of the fellows is to examine and to be ready to teach a sufficient number of Royal University matriculated students in the approved Colleges. Thus, the examinations of

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the University are in the hands of a body, in which the Catholic University College and the three Queen's Colleges, considered as a unit, are represented in almost equal proportions. Provisions are made in the statutes for filling up vacancies in the fellowship, which provisions may ultimately result in an entirely different constitution of the Board of Fellows and Examiners. These are matters for the future. The provisions of the statutes must be taken into account, in view of a complaint urged by several witnesses, that the Colleges whose professors are fellows and examiners have a great advantage over other institutions. The matter would be relevant to our inquiry if there were any evidence, and we have seen none, that the Colleges who have no fellows or examiners on the board, or that their students, were discouraged by that circumstance and declined to appear for examination, so that the numbers they pass or present might be supposed to give too low a measure of their capabilities in any comparison between them and the Colleges which have fellows. It would be relevant also if the slightest suspicion were cast, and we have heard of none, on the fairness of the action of the examiners. Otherwise it is a question entirely for the authorities of the Royal University.

COMPLAINTS AS TO EXAMINATIONS.

We have said that we have heard no complaints made of the action of the fellows or examiners, as examiners, but complaints have undoubtedly been made, in connexion with the examinations. We have had no warrant to investigate these, and their importance, in reference to the relations between the new institutions and the old, lies chiefly in the fact that they are made by responsible persons.

Evid. 145–7.

President Porter, who is a senator of the university, says that the papers are prepared nearly two months before the time of the examination, and he has heard and thinks it is the case, that a large number of those examiners who are resident in Dublin continue teaching up to the time of the examination. He thinks the propriety of having examinations under such circumstances may be questioned. Father Delany, who is the head of the Catholic University College from which most of the fellows and examiners resident in Dublin come, volunteered a statement on the subject—to the effect that no fellow or examiner has taught in the Catholic University College since the close of the session on 18th June, 1884, or will teach until the new session begins on the first Tuesday of October, 1884. He adds that a letter is issued by the Royal University to a fellow on his appointment prohibiting him from teaching private pupils, and he gives the interpretation placed upon that letter by a lawyer of eminence, a leading member of the Senate. Dr. M'Mordie speaks of some examinations in which he says that irregularities occurred—the evidence of which he offered to lay before us, but we declined to receive it. He asserts that papers are accessible to certain schools and colleges and that this fact vitiates the results of the examinations held. Such statements, on the matter of which we declined to take evidence, will no doubt be investigated; but the fact that they are repeated by several witnesses shows that rumours of this character have been widely circulated, and their circulation must have added to the condition of "disturbance" and "bewilderment" of students "waiting to see how it will work," which Dr. Sullivan describes. Other statements have been made with regard to the actual lists issued by the University. In some cases the examiners do not appear to be responsible for the results as published. Their duty is to report their marks to the Senate, which deals with the matter by its Standing Committee. Dr. Walsh was a member of this Standing Committee when it dealt with one matriculation examination and he confines his evidence to that examination. The Standing Committee appear to have acted on some principle of compensation with regard to the various subjects, such as is usual and reasonable in examinations when it is not pressed too far; but Dr. Walsh adds that they in some instances condoned marked ignorance of one subject. The Standing Committee, who are not the examiners, do not seem bound to consult the examiners after receiving their report of marks.

Evid. 9002, *et seq.*

Evid. 578–9.

Evid. 619–21.

Evid. 2154–59.

Evid. 9381–86.

Professor Pye, who is a fellow and examiner in the University, says—

"6786. . . . I wish to add to what I said that, for certain reasons connected with the system of the medical examinations, I and other medical teachers that I know consider we cannot recommend students to go to the Royal University with the same confidence that we could recommend them to go to the Queen's University. 6787. We must ask you to be good enough to state what are the reasons you refer to?—I do not call them defects. 6788. Well reasons?—The reasons are that in my opinion the responsibility connected with the passing of men is removed too much from the examining board and reserved by the Senate to too great an extent. That is to say, that in the case of a medical degree there should be a very large and immediate responsibility resting with the medical examining board, and that any taking away of that or lessening of it lessens the public confidence in the degree and creates distrust in the student's mind."

From the question and answer in q. 171 and q. 2895, we gather that there is a similar view entertained in Belfast and Cork. The action of the Standing Committee has probably been in the direction of leniency, for it is stated that, whereas only 11 per cent. of

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those who presented themselves for matriculation failed in 1882, and 16 per cent. in 1883, the usual per-centage of failure in London University, which has a somewhat similar programme, and which allows compensation only to a very limited extent, is between 40 and 50, and sometimes over 50.

The difficulty caused by such a practice as that described by Dr. Walsh, or by the belief in its existence, is that it introduces an element of uncertainty, and perhaps distrust, in connexion with all the examinations. Many things require to be learned by experience by a new University or examining body, but the examinations will not be felt to be satisfactory unless those who actually examine, and mark the papers, are, and practically consent to be, content with the awards which are ultimately issued. We agree with the opinion expressed by Professor Pye—

"6789. Do you mean the medical board should decide whether a student should pass or not, and that no power should be reserved to the Senate?—No; the Senate has formally the entire power, but to set aside the judgment of an examining board either as to the fitness or unfitness of a candidate should be a very exceptional thing indeed."

We have no means of knowing what reasons induced the Senate to leave such decisions in the hands of the Standing Committee.

The action taken by the Royal University since its institution has, of course, had an influence on the extent to which the students of the Queen's Colleges have availed themselves of its advantages. A course such as Dr. Sullivan describes in the following quotation from his evidence would have made our work much easier.

"2164. . . . In most other instances I know of when there has been a change in the existing regulations of a university, the existing students are not subjected to them. They are allowed to come in and pass examinations under the rules before the change. What the Royal University should have done and what I urged for these Colleges, was that they should have excepted us from the rule and allowed our students to come in under the old rule, but they did not do it. They did as much as possible to disorganize us."

ACTION TAKEN BY ROYAL UNIVERSITY.

Had the regulations actually in force under the Queen's University been continued in all respects in the Royal University, for the various examinations, until stratum after stratum of the students, who entered the Queen's Colleges under the old regulations, had had time to complete their courses, and take their degrees under them, the new regulations replacing the old Queen's regulations, in order and as soon as each successive stratum of students had time to complete their courses, there would have been no ground for complaint on the part of the students or authorities of the Queen's Colleges. Outside students would have been examined for a year or two according to standards that had been adopted in a University which had acquired a good reputation, and the results could have been compared, under circumstances which would have made the comparison reasonable. The only change to which the Queen's College men would have been necessarily subject, would have been that an equal number of examiners from the outside would have been associated with the examiners from their own Colleges.

NUMBER OF STUDENTS PROCEEDING UNDER OLD INSTEAD OF NEW REGULATIONS.

The action actually taken is stated in the letter in our Appendix III. A., No. 7a. The Royal University started with a complete new programme of examinations. It allowed the Queen's College men, "for their then next examination only," after the dissolution of their own University, to be examined under the regulations of the Queen's. In the event of their exercising an option to this effect, they were debarred from all honours, prizes, and rewards of the Royal University. It appears that the authorities of the Royal University have no records enabling them to state how many of the candidates from the Queen's Colleges, who presented themselves in 1882, according to table in Appendix III. A., Nos. 7a and 7b, availed themselves of the Queen's University Regulations, and by so doing, relinquished the chance of honours, prizes, and exhibitions in the Royal University, except for the three medical examinations. For the ten other examinations in the faculties of Arts, Law, and Engineering, which are recorded in the supplementary table for 1883, Appendix III., addenda p. 519, it is reasonably to be presumed that a large number presented themselves under the Queen's University Regulations in 1882. From the fact that only 8 Queen's College students are recorded as passing the First University in Arts, in 1882, as against 61 in 1883, we may reasonably infer that, in all probability, almost all the students of the Queen's Colleges, who presented themselves in the non-medical faculties in 1882, did so under the Queen's University Regulations, and were not eligible for prizes and exhibitions. This inference is corroborated by the fact, that the number of Queen's College students in 1882, in the three medical examinations for which statistics have been kept, was 535 presenting themselves under the Queen's University Regulations, as against 24 presenting themselves under the Regulations of the Royal University.

Addenda, p. 519.

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A summary view of the broad general result of this supplemental table may be given as follows:—

	Total No. examined.	
	Queen's University Regulations.	Royal University Regulations.
1882.		
First Medical Examination, . .	251	6
Second Medical Examination, . .	165	17
M.B. Examination, . . .	119	1
Total, . .	535	24
1883.		
First Medical Examination, . .	99	34
Second Medical Examination, . .	89	106
M.B. Examination, . . .	95	39
Total, . .	283	179

It appears remarkable that, even in 1883, the great majority of the Queen's College medical students should still elect, and be still entitled, to avail themselves of the Queen's University Regulations.

In all the other ten examinations in Arts, Law, and Engineering, there presented themselves, under the Queen's University regulations in 1883, only 10 for the B.A. Examination, as against 66 under the Royal University regulations, and in the Second Engineering Examination, 1 under the Queen's University, as against 12 under the Royal University regulations. For the eight other examinations, in these three faculties, in 1883, the whole of the 568 candidates presented themselves under the Royal University regulations, having presumably already exhausted the one option left to them in February, 1882, with respect to their "then next examination."

It is obvious that tables, such as those given by Dr. Walsh in our Appendix, must be read subject to the two observations—(1) that the authorities of the Royal University can give us no information as to the number of Queen's College candidates who, in 1882, exercised the option reserved for them, except in the single faculty of medicine; and (2) that only 8 Queen's College candidates presented themselves for the First Examination in Arts in 1882, under the Royal University regulations, and that 535 students in medicine presented themselves in 1882 under the Queen's University regulations, and were excluded by this exercise of their option for competing for prizes, &c., while only 24 who presented themselves under the Royal University regulations were free to compete for prizes and honours, shows that no reliance can be placed on any comparison of the results of the Royal University competitions in 1882. App. III. B. 46.

The supplementary table further shows that, for the faculty of medicine, for which alone we have returns for both years, no students presented themselves for the First University Examination in Medicine from Belfast, and none for the M.B. Examinations under the Royal University regulations in 1882; while 161 presented themselves under the Queen's University regulations. In Cork, 127 presented themselves for these two examinations under the Queen's University regulations, and one presented himself under those of the Royal University. In Galway, 74 presented themselves for these two examinations under the Queen's University regulations, and 2 under the Royal University regulations.

The results for the Second University Examination in Medicine are only less remarkable. They are as follow:—

	Queen's University Regulations.	Royal University Regulations.
1882.		
Belfast, ...	74	8
Cork, ...	58	5
Galway, ...	39	6
	181	17

It follows from these returns that any inference which can be drawn from statistics can only rest on the results of the single year 1883; and that, even for that year, the facts in the foregoing summary—especially with reference to the medical faculty—require to be carefully noted. Any inference based on the year 1882, or on a combination of the statistics of 1882 and 1883, is necessarily fallacious.

By the new regulations of the Royal University, numerous additional attendances and subjects were imposed upon medical students. Many of these seem to have been improvements. But it is not surprising that the imposition of new subjects during the remaining portion of the course of a Queen's College student, who had entered under NEW REQUIREMENTS OF ROYAL UNIVERSITY.

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the Queen's University regulations, should have induced him often to present himself for license to some board where they are not required.

First University Examination in Arts.

The chief innovation made by the Royal University, however, consists in the institution of the examination known as the first university examination in arts. In the Queen's University the examination of arts students at the end of the first year was of a domestic character. It was the sessional examination, without passing which a Queen's College student in arts was not allowed to reckon the year's attendance in the class he had taken. The Queen's University did not examine him in arts till the end of the second college year. The Royal instituted a general entrance matriculation examination, while the Queen's University having only the Queen's Colleges as constituents accepted the matriculations of the colleges. In addition, the Royal interposed a first university examination in arts a year after matriculation, and it decided that all candidates for degrees in whatever faculty must pass that examination, which is therefore practically a postponed or second part of the matriculation examination. To arts students the effect of the change is not great or very disturbing It merely interposes another university examination during the arts course, but it imposes no new subjects, and the arts students may be expected to accommodate themselves to it. In the other faculties it interposes an additional year of arts as a barrier before professional study. Our attention has been called to its effect most urgently in the case of the faculty of medicine, which is the most numerously attended of all, but it may produce results not less revolutionary in the case of engineering. For engineering, the Queen's University required no classics at matriculation; and the student who matriculated for engineering alone under conditions which in all the colleges were specially limited, proceeded in a course of arts and engineering studies directly pointing to his profession. Under the new regulations the engineering student who means to qualify in the Royal University must learn Latin and Greek, or a foreign language, before matriculating, and he must carry the study of them farther, by a year's additional work for the first university examination before he is free to proceed with his professional studies. Mr. Perry, the Hon. Taylor Allen, and other witnesses have pointed out how the old system opened the door of professional distinction to students originally workmen. Such students will probably be shut out from university degrees in future. It remains to be seen whether the colleges will continue to be frequented by students who have no means of fulfilling conditions of university distinction, which, for example, would in many instances exclude the winner of a Whitworth scholarship. Whether the students appear in the colleges or not, it will be surprising if they appear in any considerable numbers in the lists of the Royal University.

Possible effects on Engineering Faculty.

Evid. 6846, 8714.

It would be altogether out of place for us to offer any opinion as to the wisdom or expediency of the step taken by the Royal University in making the first university in arts a condition precedent for all degrees. The arguments, which prevailed in favour of it, are stated by Professor Banks, of Trinity College, Dublin, and by Dr. Cruise, who are Senators of the Royal University. Both of these witnesses think that it would have been better to have required at least another year of arts work—possibly an arts degree—as a condition before entering on any professional study. Both regard the latter of these arrangements, which is that of Trinity College, Dublin, as that which should be ultimately aimed at, though more than is now required may be at present unattainable. From question 9643 we gather that this opinion is supported in the Senate of the Royal University. Mr. Perry's answer, in question 6853, shows how the attitude of the Royal University is interpreted by some outsiders:—

6853. . . . . My impression is that the Royal University is being shoved in the wrong direction from two sides. First there are a number of Dublin University men who do not want competitors with the Dublin school, which has a high scientific reputation, and they do not want a scientific competitor; and then, I believe, on the ecclesiastical side they altogether go in for languages—Latin and Greek—and combine with the Dublin University men to spoil our scientific university.* . . .

Discussion at Royal University.

Dr. Cruise narrates the whole course of the discussion in the Royal Senate, which issued in the present regulations. The case of the engineering faculty may have been dealt with on the principle adopted for medicine without very special consideration. At all events a Committee of Senate was appointed to draft a medical curriculum, and in that Committee the question was keenly debated.

9867. That sub-committee consisted of ten men, all of them more or less familiar with the subject. I can speak confidently of what they did, because I was a member of that committee myself. At the end of a good deal of discussion it came to this point that we were five against five. Five held that the matriculation examination alone should suffice, and five held that we should have more arts than that; and we fixed upon asking a year of arts, confident that we would get it, while we did not ask more, because we thought we would not get it. This

* This answer has reference to the present composition of the Royal University.—J. P.

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topic then came before the Senate of the Royal University and was fully discussed. It was a very long and very earnest discussion, and finally ended in a vote. To the best of my recollection, twenty-four voted for the year in arts against six who voted for the matriculation examination being sufficient.*

It appears further that the minority in both cases were all Queen's College men. Evid. 9869–9873.

A sort of compromise, which was discussed and negatived, has been frequently referred to in the course of our evidence. It would have allowed the medical student to pass the first university at once without requiring matriculation previously. Dr. Banks says— Evid. 9868.

SUGGESTED COMPROMISE.

9573. The advantage of the Royal University over the Queen's is this—that it obliges a man to keep up his arts education for one year. A man may be crammed for an examination, but he must keep up his knowledge of Greek and Latin and modern languages for the examination at the termination of the first year. Therefore, I hold that the year is an advantage.

9583. What I say is, if a you call a man a Bachelor of Medicine, or a Doctor of Medicine of a University, he ought to have some University training, and I think one year is very small.

He is asked—

9607. I understand you to say that you consider the First University examination in arts, now required by the Royal University, to be the least qualification in general culture that should be required from candidates for a University degree in medicine.

And his answer is—

"I do; I stated, so far as my own opinion and my own wishes, it should be four years instead of one. I hope some day or other it will be raised—perhaps to two, at all events."

And he adds—

9634. Do not for one moment suppose that I do not recognise the fact that some men who never had been at a public school, or a University, are quite equal to University men; but still I am of opinion that a man going to the medical profession who wishes to take a high rank in it, should be a graduate in arts of a University.

Dr. Cruise puts his opinion strongly—

"9773. . . . I have so strong an opinion upon that subject that I think a University degree without some qualification in arts—the more the better—is a false pretence."

He says that those who supported the present regulation were content with it simply because they could get no more. Evid. 9776.

With regard to the concurrent education in arts and medicine, which is made possible by the regulation which allows the first Professional examination in any faculty to be taken in the same year (and within a very brief interval) of the first University in Arts, Dr. Cruise says that the two courses might very well, in the case of medicine, be carried on concurrently. Dr. Redfern entertains an opposite opinion, which appears to be all but universal among the medical witnesses we have examined. In his evidence he says— Evid. 9786.

POSSIBLE CONCURRENT EXAMINATION.

"260. Then do I understand that your objection is, not that the medical student before commencing his medical studies has a year in arts, but against combining the year in arts with the first year of medical studies?—I have that great objection. It is not my sole objection, and I saw that objection in Aberdeen, where it was the custom of the University—at King's College, when I was there at first—to allow students to mix their medical and arts studies. They found it was disadvantageous, and afterwards prohibited it with advantage. 261. Rev. Dr. MOLLOY—Then you are of opinion that if the Royal University continue to require this year in arts they ought to oblige the medical students to allow an interval of one year after passing the first University examination in arts before attempting the studies of their first examination in medicine?—Decidedly."

Dr. Sullivan's evidence is equally distinct—

"2208. Do licensing boards impose such a course?—No. Allow me to remark with regard to the fifth year that this system imposes, attempts have been made, and will be made, to pass the first University arts examination, and the first University examination in medicine concurrently, and that was used as an argument in favour of imposing it, but after long experience in teaching in medical schools, I say deliberately that any system of that kind would be injurious to their professional education. They will not succeed in the arts, and they will not get the proper education in the first portion of the medical course—the scientific element of it in fact, and I should do all I could to separate the work of these two in the interests of education and of the students themselves. Therefore, in any answer I have given, that explanation must be taken for the purpose of qualifying any answer to this effect, that really the effect would be five years on the medical student."

Dr. Cruise does not favour the idea that a University might distinguish itself from a licensing body by insisting on higher professional acquirements.

The suggestion is put before him that botany and zoology, the main subjects of what is at present called the first year in medicine, might be thrown back into the first year Evid. 9829–46–64.

DISTINCTION THAT SHOULD BE MAINTAINED

* When the report of the above-mentioned Special Committee came before the General Committee of Organization, they adopted the view of those who thought that one year's study of arts should be required after matriculation, and accordingly the draft scheme laid before the Senate was prepared on that basis. At the meeting of Senate in February, 1881, when the scheme so prepared was under consideration, a motion was made that it should be amended by substituting for the ordinary First University examination in the case of medical students an examination in a modern language and experimental physics only, but the opinion of the great majority of the Senate being that the medical students should be required to pass the ordinary First University examination, the proposed amendment was negatived by 24 to 6.—F. R. C.

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BETWEEN A UNIVERSITY AND LICENSING BODY.

in arts, which might be lightened to a corresponding extent. He does not approve of such a course. Dr. Banks is in favour of it. On these subjects, Dr. Sullivan says, they had twenty divisions.

Evid. 9537–71–2.

We have given these details because it will presently appear that this policy has had a serious effect on the attendance of medical students at the Queen's College and the Royal University, and that it has been the chief source of that "disorganization" and "confusion," which make it in our judgment impossible to base well-founded inferences on the answers we are able to make to the third question before us.

POLICY OF THE ROYAL UNIVERSITIES COMPARED WITH THAT OF THE SCOTCH UNIVERSITIES AND OF LONDON.

Without offering any opinion on the policy of the Royal University we may compare it with that adopted by Edinburgh and the other two Scotch Universities which have great medical schools, and with that of London. Every medical witness places the London degree first in the United Kingdom, and they all place that of Edinburgh very high. The other Universities which, in Dr. Cruise's opinion, occupy an intermediate place in medical education, lower than London and higher than Edinburgh, are for the present Dublin, Oxford, and Cambridge. Whether the medical degrees of these three ancient Universities do or do not stand higher at present in the estimation of the general profession than that of Edinburgh and the two other Scotch Universities, it is needless to inquire. The number of medical degrees conferred by Oxford and Cambridge is very small. In Dublin, the number of medical students (Census, 1881) is about 300, which contrasts with about 1,800 in Edinburgh alone. The medical degrees of the Scotch Universities are certainly well esteemed in the profession, and they are widely sought. These Universities require medical students to pass an examination in general education, fulfilling the conditions, but not greatly in excess of the conditions laid down by the General Medical Council. They rely on the high character of the professional education they give, and on what they consider the advantages of the College training of young men, as distinguished from direct preparation for examinations, to differentiate sufficiently between the degrees and the licenses of corporations. Their degrees are practically obtainable in four years, though it frequently happens that students take five years, or longer, to complete their course. This state of things also prevails in Ireland. The Galway list of appointments gained in the Army and Navy Medical Services shows, that, for instance, 25 out of 95 spent five years or longer in College. The Scotch medical degrees, like those of the late Queen's University, are thus open to a class of men who may find it difficult to continue arte studies at school or College till 18 or 19. Our evidence, with regard to the Royal University matriculation, shows, that it is often passed by students from the senior Intermediate (under 18), and from the middle (under 17). The requirement of a first University in arts, points therefore to an age of 18 or 19 as that at which medical education, including in that term the related scientific training in zoology and botany, should be begun. It is an excellent age, but there are some objections to making it practically compulsory. The public medical services and the Indian medical services offer inducements to candidates to enter them as early as possible. The students who compete for these appointments and a large class of other students probably cannot always afford to wait so long. The expense of the extra education in arts, behind which comes generally that of four—and in the Royal University generally of five—years of medical study imposes a heavy pecuniary burden. Dr. Banks puts this clearly in his evidence in which he quotes Billroth's opinion apparently with approval. Billroth wants a medical student to have £1,000 of capital to start with. Dr. Banks says—

App. III.B., No. 33.

Evid. 9490.

"9492. . . . . I am strongly of opinion that it is a calamity when persons of very low degree enter the profession. I think that men should have such an education as costs money. I do not mean to say it is always necessary that they should be the sons of rich people, but that they should have an education which costs money."

Professor Redfern's statement about the medical students of the Queen's Colleges is as follows :—

"255. . . . . The Colleges were instituted by Lord Derby chiefly for the sake of giving students in Ireland an education, professionally and otherwise, which they were not able to obtain previously from Trinity College, because of the great expense of maintenance, and classes and fees of one kind or another. The fees in the Queen's Colleges were fixed very low, and the Professors were endowed so that they could live. The Colleges attracted large bodies of students who, but for those three Queen's Colleges, would not have been educated at all. The Queen's Colleges have educated, and educated remarkably well, a very large body of students who would not, but for the existence of these Colleges, have received an education at all. At the same time they have not injured Trinity College in the case of one single student. They have done unmitigated good, beyond the reach of Trinity College, in districts which Trinity College never could have reached. The Royal University has imposed upon those persons who have availed themselves of the system of the Queen's Colleges for the study of medicine an additional year's study beyond that required by any Scotch University, or any licensing body of Physicians or Surgeons in the United Kingdom, or any medical Board granting degrees—an additional year of study, additional expense of livelihood, additional fees of classes."

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He adds—

"293. . . . . The reason is that this is a poor country, and the Queen's Colleges were instituted because it is a poor country. If education be made as expensive here as elsewhere, an Irish student cannot study for the professions. He must go abroad and apply his labour to the soil or work in some other way. The Queen's Colleges were established solely for the purpose of giving an education to students of ability beyond the point that could be reached by the institutions at the time."

He is asked

"266. The course laid down by the Royal University, in your opinion, is detrimental to the interests of the medical faculty in this College?"

And his answer is—

"In the highest degree; not merely detrimental, but almost absolutely destructive. I could show you from this report of the General Medical Council what it has done. We have in the report of the General Medical Council the number of students who entered the profession during the past year, and we find that the number who have entered in England has diminished to the extent of 150. In Ireland, where we find the total number is much less, it has diminished to the extent of 110. All this while they have increased instead of diminishing largely in Scotland. Why? Because of the destruction of this medical school."

The theory acted on in London is substantially the same as in Scotland, except that the entrance condition is much higher, though we consider it to be really less onerous to the student than in the Royal, with what is practically its matriculation broken into two parts, separated by the interval of a year. The London requirements in the sciences related to professional studies, appear also to be higher. After matriculation the London student has no further need to concern himself with Latin, Greek, modern languages or mathematics. His next examination is for the preliminary scientific in experimental physics, chemistry especially inorganic chemistry, and including practical chemistry, botany and zoology. Students are recommended, and probably used to spend a full year in preparing for this preliminary scientific. They must pass it before commencing their regular medical studies. After it, at an interval of at least a year, they must pass the intermediate examination in medicine. After that, at an interval of at least two and a quarter years, they pass their M.B., but they must have spent at least four years from the time of passing the preliminary scientific. After the M.B., two years having been spent in an hospital, or one year in an hospital and three more in practice, they proceed for the degree of M.D. The M.B. measures the minimum licence to practise medicine conferred by the University of London. The licensing corporations require at least forty-five months of medical study after matriculation, and they seem seldom to ask for any scientific subject related to medicine, except chemistry. The Royal University requires forty-five months of medical study after registration, which takes place on matriculation. Candidates must pass the first University in Arts and the first University in Medicine—which may be done either concurrently in one year or in two, successively—the second examination in medicine and the degree examination. The requisite hospital attendances and certificates must of course be secured, but, so far as the regulations of the University are concerned, it appears that two years of medical study proper, after passing in botany, zoology, and a modern language (called the first examination in medicine) would fulfil them. No doubt, as is the case in all universities, these studies may be extended over as long a period as the student chooses. Professor Redfern's opinion on this subject is explained in the answer to question 254— Dr. Delany, Evid. 8317–18, 8839–43.

. . . . . The present arrangement of the Royal University is, that four years shall be employed in the study of medicine, and that at the end of the first year the medical students must be examined in five arts subjects, which absolutely precludes their studying any branch of medicine, except botany, so that the first year out of the four which the Medical Council accepts is really not a year of medical study at all. If I suggest that the last can be treated exactly in the same way, you will see that the medical course has been degraded beyond measure. There is no such degradation of the medical curriculum in any of the Colleges of Surgeons or Physicians, or Apothecaries' Companies, throughout the whole United Kingdom. There is nothing at all equal to it, as far as regards the imposition on medical subjects, such as absolutely to prevent students attaining an efficient knowledge of their profession."

CONTRASTED VIEWS AS TO DIFFERENCE THAT OUGHT TO BE MAINTAINED BETWEEN UNIVERSITY AND LICENSING BOARD.

It will thus appear that there are two views in the minds of the witnesses from whom we have quoted, on the difference in the training which a candidate for a license to practice, and a candidate for a medical degree, ought to undergo. According to one of these views the latter should possess a considerable amount of general culture on subjects outside his profession, and, in particular, a considerable amount of classical knowledge. According to the other view, his general culture is sufficiently assured without his spending any great time in classical training. Its advocates would trust to the educative

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value of the methods of observation and experiment in those sciences, such as botany, zoology, chemistry, and physics, which are closely related to the more professional studies, in which every medical practitioner must he adequately trained. In addition, they would desire the acquisition of one or more of the modern languages of special use to medical and scientifio students. Without attempting to pronounce between these rival views, we may point out that the objects of the advocatee of hoth cannot be fully attained if the period of the medical student's course is limited to four, or, perhaps, even to five years, without serious loss to essential professional acquirements. The policy of the Royal University appears to us to point clearly to a preference for the former, and that to the late Queen'e University, for the latter of these two views.

EFFECT OF COURSE ADOPTED ON MEDICINE.

It now only remains to show what has been the result of that policy on the attendance of the medical students at the Colleges, and on the extent to which they avail themselves of the advantages of the Royal University.

It was to be anticipatsd that, under any circumstances short of a general regulation of the Medical Council imposing a five yeare' instead of a four years' course, the great hulk of the medical students of the country, who are not rich, would enter the profession by the four years' portal. There is no practical prospect that any policy adopted singly or conjointly hy any nniversities or corporations in Ireland or elsewhere will alter this state of things. As a matter of fact such four years' portals are found in all the licensing corporations of Ireland, England, and Scotland. If a medical student wishes a university degree he can have one which is held everywhere in osteem through the four years' portals of the Scotch universities. What is said of the Royal University regulations is that they practically involve five years, one of which has to be mainly devoted to arts, and that an attempt to fulfil them in four years is generally likely to result in injury to the medical part of the training of the student. If a Queen's College student goes to a Scotch university, where residence to a certain extent is required of all graduates, he must spend two years there. If he seeks the licence of the corporations he may take all his education at the colleges or partly there and partly elsewhere.

Evid. 290.

Many students who would have entered the Queen'e Colleges will thus probably appear there for a short time or not at all. Over those who come, except when they are preparing for a university degree, the collegee have little hold, and they have little influence in directing the course of the student'e education, except through the few medical scholarships which are at their disposal.

Evid. 266.

In a passage already qnoted, Dr. Redfern points ont that the number of entrants to the medical profession in Ireland has diminished far more than in England and in face of an increase in Scotland in consequence of the destruction of the Queen's Univereity Medical School. In detail he points ont that the nnmber of entrants in his class, which all medical students in Belfast take in their first year, has fallen from eighty-one, eighty-six, eighty-seven in the years immediately hefore "the disturhance" to twenty-eight and fifty-two in the two years following. The fall in 1882 is not lese remarkable than the rebound in 1883, bnt no reliance can be placed on a single fluotuation. The figures indicate the great effect of the change. They do not enable us to guess whether it is likely to pass away or to diminish. Dr. Charles at Cork and Dr. Pye at Galway, do not give ue the number of their entrants but the total number of students in their classes, where the large influx of students who entered undor the Queen'e in 1880 and 1881 may still appear. Dr. Charles' whole class in anatomy shows a falling off from 258 in 1880–81 to over 200 in 1883–4, and his physiology clase from 143 in 1880–81 to 96. His explanation of the reason is the same as Dr. Redfern'e. Dr. Pye's class of anatomy has fallen from 86, 108, 109 in the three years preceding the dieturbance to 51 and 22 in the two years following. We conjecture that the great difference in the total result in Galway, as compared with Belfast and Cork, may be due to the fact that Galway medical students do not remain in the College for their third and fourth years as frequently as in Belfast and Cork. If that be so, the number in Dr. Pye'e present class, compared with that preceding the disturbance, would be the first indication, at preeent accessible to ns of the full nltimate effect of the change. A similar effect on the total number of students attending the medical echools generally would only be visible in Cork and Belfast two yeare after this date.

BELFAST.

CORK AND GALWAY.

Evid. 2800, 2803.

Evid. 2804.

App. III. B., No. 36.

We have to ask the further question, how far the medical etndents who still attend the Queen's Collegee have elected to continue their connexion with the Royal University, and how far they are going elsewhere. The supplementary table already referred to from the Secretariee of the Royal University shows that a great number of them in 1882 and 1883 continued their connexion, so far as to present themselves for the medical examinations under the old Queen's College regulations. But every

Addenda, p. 519.

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man who does so once, exhausts his option; and the supply of students to whom any option of passing what was in February, 1882, their "then next examination," and of foregoing in doing so all chance of Royal University honours, prizes, and rewards, must speedily fail.

The Colleges have no record or official knowledge of the course their students propose to take, or of the licensing examinations they are preparing for. Our attention was directed, however, especially by the information in the admirably arranged returns prepared for us by Professor Purser, in Belfast—to the circumstances of students attending medical classes there at the end of Session 1883–4, who had matriculated in the Queen's University in 1881 or previously, and whose last academical mark indicated that they had not since taken any step in advance in connexion with the Royal University, either under its regulations or under those of the Queen's. App. III. A., No. 2.

Students ceasing connexion with Royal University.

Of the 235 medical students there in 1883–4, there were 45 whose last academical mark was that of matriculation at the Queen's University, which must have taken place before the close of the year 1881; there was one whose last University mark (first Queen's University examination) showed that he must have matriculated in or before 1880; there were twelve whose last University mark (Queen's first examination in medicine) showed that they must have matriculated in or before 1880; and twenty-nine whose last University mark (second medical examination) showed that they must have matriculated in or before 1879. These eighty-seven men, rather more than a third of all the medical students, are clearly not continuing to prepare for the Royal University. The inference is inevitable that they have deserted it, and are seeking their qualifications from the medical corporations. At the end of Session 1883–4 they were still students of the College, students who were either just beginning their College work at the end of 1881, or who had spent one, two, or more years in previous study. They have passed no Royal University examination since. Professor Redfern, when his attention was specially directed to the forty-five whose last academical mark was matriculation in the Queen's, was good enough, at great personal trouble, to trace them out for us, and the conclusion we have stated seems obvious from their history. (a) Belfast. App. III. B., No. 12.

The tables for Cork and Galway were prepared more directly in the form in which the Commissioners had asked for them. They showed, however, that the same thing is happening in Cork and Galway, perhaps to an even greater extent than in Belfast. A very significant return for Cork is given by Professor Jack in Appendix III. B., No. 26. It shows 298 students on the books of the College. Of these twenty-eight are not yet qualified by standing to have passed the First University in Arts. Of the remaining 270, 190 are entitled to proceed to their degrees without having passed it, which means that they had gone as far, at least, as the end of their first session at the end of 1881–82. Of the remaining eighty, fifteen only have passed the First University, and sixty-five are engaged in a course of study not depending on it. The fifteen represent the students who matriculated in the Royal University in 1882–83, and in these fifteen are included all the students of one year's crop of entrants who will be entitled to proceed to any degree in the Royal University in any faculty. The new entrants in 1882 were seventy-one in number. In the course of two years the bulk of the 190 will have completed their course at College, or obtained their licence or degree. After that there will be no similar class. The crop of Cork students matriculated in the Royal University in 1883 amounted to thirty out of sixty-seven entrants. In these two years, therefore, there are, at the utmost, forty-five out of 138 students who are contemplating a connexion of any kind with the Royal University. This conclusion is corroboratsd by the details given in the returns from Cork, Appendix III. A., No. 3, headings II. (1) and II. (5). These tables show forty-one, with fifty-four, or ninety-five students out of the 235 medical students of Cork who almost certainly do not mean to go forward for their medical examinations in connexion with the University. (b) Cork. Evid. 3427.

In Galway details are given in Appendix III. B., No. 45, with regard to every medical student. In the first year of medicine there are fourteen medical students, seven of whom have matriculated in the Royal University and four in the late Queen'e University, of whom two have paseed Royal University examinations. In all there are at least nine who appear at present to contemplate connexion with the Royal University, and five who do not. Taking all the years together, we find that of the forty-one medical students in Galway there are— (c) Galway.

Year.	Royal University.	Not Royal University.
1st, . . .	9	5
2nd, . . .	2	8
3rd, . . .	7	2
4th, . . .	2	6
	20	21

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We cannot be confident that the table may not exaggerate the ultimate connexion between these forty-one medical students and the Royal, as some of those in the first column may fall away.

CONCLUSIONS STATED.

It appears from the evidence we have presented in detail—

1. That there has been a large falling off in the number of medical students entering the Colleges, and that this is attributed to dissatisfaction with the new regulations, and especially with the first year in arts.
2. That the number of students returned as presented and passing in page 57, Appendix (the Royal University Return) represents inadequately the amount of medical teaching at present done by the Queen's Colleges.
3. That, in the immediate future, the medical attendance at the Colleges will be less than at present, in consequence of the exhaustion of the class to whom any option has been reserved.
4. That there is every reason to believe, that the imposition of the first year of arts will diminish, and, under the present regulations of the General Medical Council, may permanently diminish the number of medical (and engineering) students in attendance on the Colleges.
5. That, during the two years since the foundation of the Royal University, with which our evidence enables us to deal, the relations of the Royal University and the Queen's Colleges have been in a state of tension, which makes it impossible to arrive at an opinion as to what they may hereafter become.

App. III.B., Nos. 10 & 11. COMPARISON OF EXPENSES UNDER OLD AND NEW REGULATIONS.

A comparison of importance is instituted by Professor Redfern, as to the expense connected with medical education under the Royal University, under the late Queen's University, and under the different licensing boards.

With respect to the former, the comparison between the Royal and the Queen's, Dr. Redfern's information is complete. It shows that the additional cost involved in medical education, through increased university charges and additional hospital and other certificates, is £18 6*s.* on a sum of £60 9*s.* 6*d.*, or an increase of 30 per cent. It is made up of three equal portions—10 per cent. of arts fees (at the Queen's College rates), 10 per cent. of additional fees for University examinations, and 10 per cent. due to extra certificates of hospital attendance.

App. III.B. No. 11.

Dr. Redfern's second table is made up from medical advertisements only, and may be subject to correction, but it seems to show that the ordinary Queen's College student saves £20 of his medical charges by seeking the license of a Scotch medical board.

Evid. 1920 Evid. 2709–2712.

In addition, Dr. Porter estimates, and Dr. Sullivan agrees with him, that in practice a student of the Queen's College, Belfast, and Queen's College, Cork, is obliged to pay more than £25 for travelling and hotel expenses for his degree in Dublin. This sum appears to be considerably in excess of what he would have been required to pay under the Queen's University.

CONCLUSIONS STATED.

Farther and lastly, the evidence is—

6. That the majority of the students who seek degrees in medicine at the Royal University, practically, spend a year more in doing so than was required under the system of the Queen's, and that that additional year is not spent in the special study of their profession, but in preparing for the first University in Arts. It may probably be thought a reasonable estimate, that a medical student cannot well spend less than about £70 (£18 from the first source, say £15 from the second, and £37 from the third) in obtaining the degree of the Royal in excess of the amount he had to spend in obtaining the degree of the Queen's, or than he now has to spend in seeking a qualification to practise.

IV.—AS TO THE FEES CHARGED TO THE STUDENTS IN THE SAID COLLEGE.

App. III.A., Nos. 2, 3, 4, Head XIII.

The fees charged to the students are of two kinds—college fees and class fees. The college fee in Belfast is 10*s.* annually; the college fee in Cork is 10*s.*, except in the case of matriculated students who entered before the 17th October, 1882, for whom the fee is 5*s.*; the college fee in Galway is 10*s.* for the first year, and 5*s.* for each subsequent year. The class fees are substantially the same in all the colleges. The ordinary fee for a course of lectures is £2. For practical anatomy, practical chemistry, and the first course of anatomy and physiology, the fee is £3. The fees are regulated by the Statutes which have been framed in the manner already stated, and which can only be altered by the Crown. The following are the provisions of the Statutes on the subject:—

Calendars, 3 colleges.

"The fees payable for matriculated students to the Bursar, on behalf of the College, shall not exceed:—

At the commencement of the first year,	including entrance fee,		£3;
At the commencement of the second year	„	„	£2;
At the commencement of the third year	„	„	£2;
At the commencement of the fourth year	„	„	£2.

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"The fees payable by students, whether matriculated or non-matriculated, to the several professors for attending on the several pass courses of lectures or instruction which are now or may be hereafter prescribed by the College Council, for any degree or other University distinction, shall be £1 for each course extending over one term only, and £2 for each course extending over more than one term of a session, when attending for the first time, and £1 for each reattendance on the same, except that the fee payable for the course of anatomy and physiology shall be £3 when attended for the first time, and £2 for every subsequent attendance, except also that the fee payable for practical anatomy or practical chemistry shall be £3 for each attendance. In the case of students receiving special instruction not prescribed as a qualification for a degree or other University distinction, or attending honour courses of lectures, the Council shall have power to fix the amount of the fee to be paid by each student, provided that the fee to be paid for any honour course of lectures which students are entitled to substitute for a prescribed pass course, shall in no case be less than £2. No professor shall be entitled to claim the fees of any class of students, except so long as that class shall be required by the Council to attend his instruction; and it shall be the duty of the Council to revise and amend the regulations prescribing courses of study from time, whenever they deem it conducive to the interests of education and of the students so to do, irrespective of considerations affecting the incomes of professors."

In framing the scale of fees in each of the Colleges, we find that the foregoing provisions of the statutes have been observed. We think it unnecessary to set out in detail the fees charged in each of the Colleges—they will be found in the calendars. We have carefully considered the whole question of the fees charged in the Colleges, and we are of opinion that for all the classes they are exceedingly moderate, and that no just ground of complaint exists on the part of the students with respect to them.

In consequence of some questions which were asked in the House of Commons shortly before our appointment, of which copies were sent to us by your Excellency's directions, we considered it our duty to make special inquiries as to the fees charged in anatomy and physiology. The professor who fills the chair in this department is the only medical professor whose remuneration is such as to enable the College to claim his whole time. He is paid partly by salary, but principally by fees. The fees to which he is entitled under the College statutes are, as already stated, £3 from each student attending his course of lectures on anatomy and physiology for the first time, and £2 for each subsequent attendance, along with £3 from each student attending practical anatomy for each attendance. Some witnesses have contended that a student using the dissecting-room is not thereby attending practical anatomy, and that he ought to be admitted to dissect without paying any fee to the professor, except a payment just sufficient to meet the expenses of the dissecting-room. This suggested departure from the general practice of the medical schools does not appear to us to have been intended by the statute. It is worded so as to include instruction other than by courses of lectures and, by connecting practical anatomy and practical chemistry, it seems to associate the instruction which the College gives, when it enables its students to make dissections, with that which it gives when it enables its students to perform chemical experiments or analyses. The term "practical anatomy" is in common use, to signify dissection by a student. No provision has been made in the Queen's Colleges for paying demonstrators in the dissecting rooms, nor for procuring subjects. The demonstrators are paid by the Professor of Anatomy and Physiology out of his own income, and subjects are paid for out of a charge imposed on each student dissecting. This is the method of meeting the expense of procuring subjects in all the medical schools of Ireland and Scotland. The charge in Belfast is 15*s.* per annum to each student. In Cork and Galway it is £1. These sums are paid to the Professor of Anatomy and do not pass through the College books. Speaking of the fee of £1, charged in Cork, Dr. Sullivan said—

Professor Charles, Evid. 2759–93, *passim.*

Mr. Magner, 4683–4729.

Professor Charles, 4735–46.

Dr. Stoker, 7494, 9716, 9747.

"It is not a fee properly so-called. It is a private arrangement, or private contract, which the Professor of Anatomy makes in order to supply subjects to the students. It is not looked upon as a matter at all pertaining to the College, because the Anatomy Act licenses not the College but the Professor of Anatomy, and, as such, it is entirely in his domain." Evid. 4680.

The sums charged are moderate in amount, and do not exceed those charged in the other Irish and Scotch schools. In Galway the proceeds of this charge do not cover the expenses. In Cork and Belfast they seem to cover the expenses, and some witnesses expressed the opinion that in Cork there is a considerable surplus, and they claimed that an account of the expenditure should be laid before the students and the balance, if any, returned to them. Having regard to the difficulties which everywhere surround the supply of subjects for dissection, we cannot recommend that an account should be rendered; and the following facts and considerations have satisfied us that the students have no substantial grievance:—In Dublin the charge to each student for subjects is £1 1*s.* per annum. There are several medical schools in Dublin which have voluntarily formed a Committee, called the Anatomical Committee, consisting of a representative from each school. This Committee is charged with the general superintendence of the supply of subjects to the various schools, and the fund collected from the students, after paying the cost of its collection, is placed at its disposal. The

Evid. 5293.

Evid. 4707–4725; 9216–9231.

Evid. 9736, 9714–9747.

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members of the Committee in rotation occupy the post of Secretary, and the Secretary during his year of office receives £50 from the fund. This Committee employs one principal permanent officer, who receives £100 a year from the fund, and is called "the contractor." He is charged with the management of all details connected with the procuring and disposing of the subjects, and he provides for the fulfilment of all requirements of the Anatomy Act. Under him some servants are employed with a horse and van. He also makes all the minor disbursements, consisting of a large number of small items subject to fluctuation, which in the aggregate amount to a large part of the whole expenditure. All these various expenses are paid out of the fund. If there is a surplus at the end of the year, the secretary divides it proportionally among the Professors of Anatomy of the several schools, and it becomes part of their emolument. In Cork two of the three demonstrators, between them, discharge the functions of these officials
Evid 4744. in Dublin, and they receive a remuneration which may be regarded as in part for their services in these respects and in part as demonstrators. They receive from the fund collected from the students whatever surplus remains after payment of the other expenses. This is one part of their remuneration, the rest being paid by the professor, and what comes to them from the former source is not, in our opinion, an undue amount for the functions entrusted to them. Whatever arrangement is made, the person appointed to discharge these duties must obviously be selected by the professor and fully in his confidence. The particular arrangement made in Cork does not seem less economical than any other adequate arrangement, and while it provides the professor with an agent who is in his confidence and in constant communication with him, it also helps to increase the efficiency of the school by supplying it with an additional demonstrator beyond the number that would otherwise be employed. It should be added that in order to encourage prolonged study, the professor voluntarily remits the fee of £3 payable to him by statute, whenever a student wishes to dissect for more than three sessions. The cost of procuring subjects is a necessary item of expenditure in every medical school. It should, we think, be provided for by a fee levied from the students, as is the practice in every other medical school, and we think this fee should be a fixed one. We are of opinion that it would have been better to have dealt with the matter in the statutes by making the sum charged to meet this cost a college fee and providing for its collection in the same manner as all other fees, and we recommend that a clause be added to the college statutes to effect this. The mode at present adopted seems, however, reasonable. It is the same as in other medical schools, and we are of opinion that the students have no just grounds of complaint in respect of it.

Your Excellency's warrant confined our inquiries to the four questions which we have tried to answer. Many others were brought directly or indirectly under our notice which had more or less relation to them. We have felt the importance, on the one hand, of not shutting out evidence in which we might possibly find help, and on the other, of remembering that evidence presented to us outside our inquiry must necessarily be imperfect, and might often be one-sided. There is hardly any question connected with the Queen's Colleges, or their relations to the Irish people, on which some incidental light is not thrown by the evidence which we are enabled to lay before your Excellency; but some of the most interesting of these questions are only glanced at, and it would be improper for us to submit to your Excellency opinions or conclusions, more or less dependent upon general information, and affecting matters of general public policy, not based on evidence which we have been entitled to exhaust. We prefer to limit this report to the statement of our conclusions on the questions addressed to us and to such recommendations as the evidence, collected in seeking to answer these questions, enables us to make.

For convenience, we present a brief summary of our conclusions and recommendations.

Summary of Conclusions.

1. There is, in our opinion, evidence that the general standard of education maintained in the Queen's Colleges, and in all of them, is, in the main, satisfactory. No institutions can stand at a uniform level in all their departments, and we do not conceive that your Excellency desires from us any statement of opinion with regard to the efficiency with which particular classes in any of the Colleges may appear to be conducted. In general we may say that, in our opinion, the professorial staff of the Queen's Colleges is of a very high class. A great number of the professors

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have attained generally recognized eminence in their departmeuts, and there is every indication that the great majority of them teach their classes with suecess.

(*a.*) The majority of the students who now enter the Queen's Colleges have come up to an entrance standard—that of the Royal University matriculation—which is generally recognised as reasonable. Those who have not matriculated at all are few in number and cause no inconvenience. The small remainder of the entrants are mainly medical students who, in passing the matriculation examinations of the College, have satisfied the Arts requirements at present laid down by the General Medical Council.

(*b.*) We think the programmes, on which the scholarships are awarded, are eatisfactory. No evidence has been adduced to show that any scholarship has been awarded to a student who did not fairly earn it.

(*c.*) We are not of opinion that any important inference, with regard to the standard of education, can he drawn from a consideration of the results of the Intermediate examinations, or of those of the Royal University examinations.

(*d.*) We consider that the list of distinctions obtained, in after life, by persons formerly connected with the three Queen's Colleges corroborates the view we have stated with respect to the standard of education. The preponderance of the opinions expressed by witnesses, whose position and opportunities entitled them to form a weighty judgment on the matter, appears to us to be in the same direction.

(*e.*) We think it is clear that the effect of the Treasury rule regarding retiring allowance to professors who are engaged in private practice, a rule which applies only or mainly to the Faculty of Medicine, and which cannot effect any considerablo saving of publio money, presses severely on all the Colleges. There are several professors in that faculty whose cases would have to be dealt with under that rule, and the retirement of some of these gentlemen would bo advantageous to the Colleges as places of medical education.

(*f.*) The opinion which we entertain as to the clinical facilities available to the students of medicine may be briefly stated. We do not think that in any of the Colleges these clinical facilities are quite satisfactory. In our judgment they are best in Belfast; they may be described as fair in Cork; they are certainly inadequate in Galway. In all of them matters might probably be improved. In Galway, however, even if the suggestions of improvement made in the paper in our Appendix III. B, No. 34, were carried out, we feel doubtful whether clinical facilities would be obtained sufficient for the maintenance of a medical school, completely equipped and satisfying the requirements of medical education at the present day. The opportunities for the study of morbid anatomy are, generally, not what they should be; but the subject is, we are aware, surrounded by practical difficulties, especially in Ireland.

2. The honours and rewards of the Colleges are distributed among the students in a manner which is, on the whole, satisfactory. In all of them we think that it might be advantageous so to alter the distribution of these rewards as to make the amount payable to the best scholars somewhat larger than that given to those lower on the list. Having regard to the number of students of medicine in Cork, and the small number of competitors for the arts scholarships there, we are of opinion that a larger number of scholarships should be assigned to the former faculty. Some use may, and is occasionally made, of the senior scholars in assisting the professors, but the amount paid to the senior scholar in comparison with similar rewards elsewhere is so moderate, and the time during which he holds the scholarship is so limited, that we do not think there is much advantage to be gained by continuing a regulation which is frequently dispensed with.

3. There has been too little experience to furnish information, sufficient to found any conclusions upon, as to the extent to which the students avail themselves of the advantages offered by the Royal University. The policy adopted by the Senate of the University, on the academical value of which we do not feel ourselves entitled to express any opinion, has been so different from that adopted by the Queen's University, to which the Colleges had adapted themselves, that the students of the Colleges have been in a state of "disturbance" which has made the evidence, collected from the results of two years, practically worthless as a basis of serious inference.

The principal cause of this "disturbance" appears to have been the institution by the Royal University of the First University Examination in Arts as a condition precedent for degrees in every faculty. To this is generally, and we think correctly, attributed the marked decrease in the number of medical students at the colleges since the establishment of the Royal University. The nature and extent of this decrease will be made more evident by comparing the numbers of medical students at the colleges in their first and

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second years, with those numbers as they stood before the establishment of the Royal University, than by a similar comparison of the entire numbers of medical students attending the colleges now and formerly.

The rule under which students of the Queen's Colleges obtaining exhibitions or scholarships in the Royal University have the amounts to which they would otherwise have become entitled lessened by the value of any college scholarship they may at the time hold, is under the authority of the Act establishing the Royal University. Its natural effect is to diminish the competition by Queen's College students for those prizes and rewards, and so far, to weaken any inferences which might be drawn from the results of the competitions, as between outside students and the students of the colleges.

At present it is difficult to foresee the future of two sets of institutions closely connected with each other, which have been founded upon different principles. It seems probable that if the present policy of the Royal University is maintained, or carried forward further in the same direction, the position of the Colleges as schools of medicine and engineering may be seriously altered.

4. The fees appear to us in all cases to be moderate, and our evidence is that these fees bring education of a high collegiate class within the reach of many persons in Ireland whose circumstances would otherwise have shut them out from all prospect of it.

We submit for your Excellency's consideration the following

RECOMMENDATIONS :—

1. That, as at present, non-matriculated students be admitted to the Colleges.

2. That the matriculation examination programme in arts and law in Cork and Galway be made practically equivalent to that of the Royal University.

3. That the Colleges be permitted to enter students entitled to compete for scholarships in medicine and engineering on a different programme, designed in view of the requirements of those professions.

4. That the Colleges admit students who have passed the first university examination in arts in the Royal University to compete with their students for the scholarships at the beginning of the second year, subject to the usual conditions of residence.

5. That the senior scholars be freed from the duty of teaching, which tends to diminish the competition for the scholarships, and their practical value.

6. That funds be provided for the payment of a limited number of assistants to professors who require them for the more efficient teaching of their classes.

7. That provision be made for the erection of a suitable laboratory for practical chemistry, and for the improvement of the chemical buildings in Belfast.

8. That the medical professors who are not prohibited from private practice be entitled to retiring pensions.

9. That, in Galway, medical scholarships cease to be awarded in the third and fourth years.

10. That the chairs of anatomy, and physiology and histology in Queen's College, Belfast, and in Queen's College, Cork, be separated.

Report, *supra*, 11. 11. That, in view of this separation, compensation be given to the present occupants, and sufficient salaries provided for these chairs.

12. That summer classes be instituted in Cork as in Belfast for the benefit of medical students.

13. That the distribution of the scholarships be reconsidered, with a view to make some difference in the amount payable to the scholars, according to their places in the list, and with a view to transferring unawarded arts scholarships to medical students, where the number of probable competitors seems to warrant it.

Throughout their inquiry, the Commissioners received much valuable assistance from their Secretary, N. D. Murphy, Jun., Esq., Barrister-at-Law, and we desire to express our strong sense of the courteous, painstaking, and thoroughly efficient manner in which he discharged his duties.

Signed by us this 18th day of February, 1885.

WILLIAM JACK.
JEFFERY A. MARSTON.
G. JOHNSTONE STONEY.

N. D. MURPHY, JUN.,
Secretary.

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SUMMARY OF CONTENTS

OF THE

REPORT OF R. P. CARTON, Q.C., AND THE REV. GERALD MOLLOY, D.D.

Page

I. FIRST HEAD OF INQUIRY:—"WHAT IS THE STANDARD OF EDUCATION MAINTAINED IN THE QUEEN'S COLLEGES, OR ANY OF THEM." 65-83

QUEEN'S COLLEGE, CORK: STANDARD OF EDUCATION OF THE STUDENTS AT MATRICULATION, . 66

Evidence founded on the Programme for Matriculation—Evidence founded on the examinations of the Intermediate Education Board—Direct testimony of the Masters of the schools from which the students have come—Direct testimony of Dr. Sullivan, President of the College—Incidental discussion: Condition of the Intermediate Schools of Ireland.

QUEEN'S COLLEGE, GALWAY: STANDARD OF EDUCATION OF THE STUDENTS AT MATRICULATION, . 70

Evidence from the Programme for Matriculation, as interpreted by the Examiners—Evidence of the Head Master of a large School in Galway—Evidence of the Most Rev. Dr. Carr—Opinion of the Visitors appointed by the General Medical Council—Reply of the Board of Examiners considered.

QUEEN'S COLLEGE, BELFAST: STANDARD OF EDUCATION OF THE STUDENTS AT MATRICULATION, . 71

General grounds for favourable opinion—Unfavourable evidence—Conclusion arrived at—Relation of Queen's College, Belfast, to the Schools of Ulster.

STANDARD OF EDUCATION REQUIRED FOR SCHOLARSHIPS IN THE QUEEN'S COLLEGES, . 72

Opinion founded on the educational standing of the students, and the character of the competition—Evidence of the President of Maynooth College, and the President of University College—No University Honours required as a condition for a Queen's College Scholarship—The Queen's College Scholarships considered as aids to learning.

CONSIDERATION OF THE EVIDENCE OPPOSED TO OUR CONCLUSIONS, ... 73

The students now entering the Colleges of Cork and Galway, for an Arts course, generally pass the Matriculation Examination of the Royal University—Favourable testimony of the Professors and Officials of the College—Favourable testimony of independent Examiners—Though the students enter the Colleges badly educated, they come out well educated—Success of the students in after life.

STANDARD OF EDUCATION IN THE FACULTY OF MEDICINE, ... 79

Standard of Liberal Education—The First University Examination in Arts—Standard of Professional Education—Resources for Clinical instruction—Opinions expressed by the Visitors of the General Medical Council.

THE FACULTIES OF ENGINEERING AND LAW, ... 82

II. SECOND HEAD OF INQUIRY;—"IN WHAT MODE HONOURS AND REWARDS ARE DISTRIBUTED IN THE SAID COLLEGES RESPECTIVELY AMONG THE STUDENTS, HAVING REGARD TO THEIR NUMBERS, AND THE VARIOUS BRANCHES OF LEARNING TAUGHT IN THE SAID COLLEGES." 84

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Page

III. THIRD HEAD OF INQUIRY:—"TO WHAT EXTENT, AND WITH WHAT RESULTS, THE STUDENTS AVAIL THEMSELVES OF THE ADVANTAGES OFFERED BY THE ROYAL UNIVERSITY OF IRELAND," . . 84–102

To what extent the Queen's College Students pass the Examinations of the Royal University, ... 84

Returns obtained from the Royal University—Two classes of University students in the Queen's Colleges—Students transferred by Act of Parliament from the late Queen's University—Students matriculated since the Royal University came into operation—Question considered, what share the Queen's Colleges now have in educating the students of the Royal University.

To what extent the Queen's College Students gain the Academical distinctions of the Royal University, ... 86

Results of those Examinations which were practically confined to students of the Queen's Colleges—Results of those Examinations which were open to students of other Colleges—Greater success of students from the unendowed Colleges due to higher standard of education reached before they begin their University career.

Explanations offered on behalf of the Queen's Colleges, ... 89

The Examinations of the Royal University not a good test of education—The Queen's Colleges have passed through a period of disturbance—Deduction made in the payment of Exhibitions and other Prizes to Queen's College students—Other considerations of minor detail.

Conclusion arrived at, after due consideration of above explanations, . . 92

The broad fact remains that while Queen's College, Belfast, holds a good place on the Honour lists of the Royal University, the Colleges of Cork and Galway make but a poor appearance—The difference in the success achieved is mainly due to the difference in the standard of education—This conclusion established by independent evidence—Previous scholastic record of the students who gain Academical distinctions in the Royal University—Previous scholastic record of the students who gain Scholarships in the Colleges of Cork and Galway.

Matriculation Examination of the Royal University considered with reference to Queen's College Students, ... 99

Number of students who enter the Royal University each year—Proportion of these students who go to each of the Queen's Colleges, for their education—Number of University distinctions awarded, each year, at Matriculation—Proportion of University distinctions gained by students who go, for their education, to each of the Queen's Colleges—The students of the Royal University who go, for their education, to the Colleges of Cork and Galway, are few in number, and poor in Academical distinction.

Postscript:—Results of the Royal University Examinations in 1884, . . . 100

For the first time, all the Undergraduate Examinations in Arts open to all Colleges—Success of the Queen's Colleges compared with that of other Colleges—(1) as regards numbers—(2) as regards Academical distinctions—The three Queen's Colleges, during the past year, have educated less than one-third of the Undergraduates in Arts of the Royal University—The Colleges of Cork and Galway, taken together, have educated less than one-tenth—Two-thirds of the Academical distinctions awarded have been gained by students educated outside of the Queen's Colleges.

IV. FOURTH HEAD OF INQUIRY:—"AS TO THE FEES CHARGED IN THE SAID COLLEGES," 102

V. OPINIONS AND SUGGESTIONS, ... 102

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REPORT

OF

RICHARD P. CARTON, Esq., Q.C., Chairman of the Commission,

AND

The Rev. GERALD MOLLOY, D.D.

TO HIS EXCELLENCY JOHN POYNTZ, EARL SPENCER, K.G.,

LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

MAY IT PLEASE YOUR EXCELLENCY,

We, the undersigned, two of the Commissioners appointed to inquire into and report upon certain matters affecting the well-being and efficiency of the Queen's Colleges in Ireland, have the honour to submit to Your Excellency our Report on the several Heads of Inquiry mentioned in Your Excellency's warrant of the 6th of May, 1884. The conclusions at which we have arrived, from the evidence laid before the Commission, differ so widely, especially on the First and Third Heads of inquiry, from the views entertained by our Colleagues, that we thought it our duty to set forth these conclusions in a separate form, which we accordingly proceed to do.

I.—FIRST HEAD OF INQUIRY.

"WHAT IS THE STANDARD OF EDUCATION MAINTAINED IN THE QUEEN'S COLLEGES, OR ANY OF THEM."

The standard of education maintained in a College depends chiefly on two things: First, the proficiency of the students at the time of their admission; and Secondly, the progress they make during their collegiate career. As regards the second point, we have abundant evidence that, in all three Colleges, the opportunities afforded to the students are exceptionally good, and that the progress made is satisfactory. Each College is provided with an able and efficient staff of professors, and is well furnished with the material appliances of education. The libraries, the museums, the scientific apparatus, are all excellent of their kind, and are kept in thoroughly good working order. On the whole, we are satisfied, from the evidence laid before us, that in all the Colleges the teaching is good, and that the students profit by it.

But it does not follow that the standard of education is high because the teaching is good. All good teaching must be suited to the intellectual condition of the pupils taught; and the standard will be high or low according to their degree of proficiency. If the students who enter a University College have passed through the several stages of a good school course, it is possible to maintain a high standard of education in the College: but if they come up deficient in school training, and scantily equipped with elementary knowledge, then the standard of teaching in the College must inevitably be lowered to the level of their condition.

In accordance with these views we thought it well to inquire, as far as we could, into the general educational standing of the Queen's College students, at the time of their matriculation: and we have considered the question, not in reference to any theoretical standard of our own, nor in reference to any standard existing in other countries, but simply in reference to the standard now actually existing in the Intermediate Schools of Ireland. The conclusions at which we have arrived may be very briefly stated. We consider that the general educational standing of the students who enter Queen's

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College, Belfast, is, on the whole, fairly good; but that the general educational standing of the students who enter the Queen's Colleges of Cork and Galway is decidedly low.

As this question is one of fundamental importance, for the purpose of our inquiry, we may be allowed to refer with some degree of fulness to the grounds on which our conclusions are based. We will, therefore, take each College separately, beginning with Cork, in regard to which the evidence seems to us practically unanimous.

Queen's College, Cork:

The Standard of Education of Students at Matriculation.

First, there is the Programme for the entrance examination, set forth in the College Calendar. This Programme has been carefully and minutely compared, by a very competent witness, with the Programme of the examinations conducted by the Intermediate Education Board, and has been shown to be decidedly lower than the lowest grade of that Programme.

Evid. qq. 6954–71; 7073–77.

We should explain, perhaps, that the Intermediate Education Board was established about seven years ago, for the purpose of holding examinations for the pupils of Intermediate schools. From the time of its institution it has practically controlled the whole Intermediate education of Ireland. All the leading schools send up their pupils to its examinations, which are held simultaneously at various local centres throughout the country, and at which about 5,000 boys are examined each year. The examinations are divided into three Grades, corresponding to the successive stages of a good school course, and known as the Junior, the Middle, and the Senior Grade. The Junior Grade represents the lowest standard of school work recognised by the Board. The Middle Grade represents at least one year of school work above a good Pass in the Junior Grade. And the Senior Grade represents, again, at least one year of school work above a good Pass in the Middle Grade.

See Report for 1882, p. iii.

Evid. qq. 7078–83.

Now the subjects prescribed for the entrance examination in Queen's College, Cork, are Greek, Latin, English, Arithmetic, Euclid, and Algebra. All these subjects are found in the Programme of the Intermediate Education Board, for the Junior Grade: and the evidence goes to show that the standard of education, in these subjects, required from Junior Grade boys, at the Intermediate examinations, is distinctly higher than the standard required at entrance into Queen's College, Cork.

Evid. qq. 6957–68.

We were told by some of the witnesses who appeared before us, on the part of the College, that the object of a matriculation examination is not to ascertain the extent of a student's knowledge, but rather to test his capacity and fitness for instruction. But, on the other hand, it has been shown, by a comparison of the two Programmes, that while they are about equal as regards the *extent of work* prescribed, the Programme of the Intermediate Education Board is decidedly more searching on those points which test the *quality* of a student's training, and the soundness of his knowledge.

Evid. qq. 6967, 7073–77.

We may add, that we do not altogether accept the principle above set forth, as to the purpose of a matriculation examination. No doubt, capacity and intelligence are of the first importance, for a student entering on a University course. But knowledge is also necessary. And we think that more knowledge ought to be required at the entrance examination of a University College than is required in the lowest Grade of the examinations prescribed for Intermediate schools.

The next line of evidence to which we shall refer is derived from the results of the examinations held by the Intermediate Education Board. It may be well to observe, as we intend to quote these results largely in our Report, that they are published in a very complete and accessible form. The names of all the boys who pass the examinations are distributed according to their several Grades, and arranged in each Grade, according to the order of aggregate merit. Moreover, the marks obtained by each pupil, in each subject of the examination, are set down opposite to his name; and the name of the school in which he was prepared is also appended. Thus we get, from year to year, a fairly complete record of the work done by the Intermediate schools of the country, and of the success achieved by each individual pupil. This record is accepted both by the schools and the general public as entirely trustworthy and impartial; for it is well known that the examinations are conducted by an able body of examiners, selected for the most part from the various Universities of the United Kingdom.

Now one of the witnesses has compared the lists of Undergraduates published from

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year to year in the Calendar of Queen'e College, Cork, with the lists of candidates who have passed the Intermediate examinations. The result of his investigation is to show that a very large proportion of the students who came up to Queen's College, Cork, had passed only in the Jnnior Grade, while comparatively few had passed in the Middle or Senior Grade. Evid. qq. 8252–98. See also App. III. p. 507.

But his evidence goes further than this. A certain proportion of those hoys whose names come highest on the list in each Grade of the Intermediate examinations get Exhibitions of considerahle money value; those who como next in order get Prizes in books; and the remainder are ranked as Pass men. Now it was pointed out, by this witness, that the students who came up to Queen's College, Cork, after having passed the Iotermediate examinations in the Junior Grade only, came very largely from the rank of mere Pass men; and that a considerable proportion of them had ohtained only low places in that rank.

Thus, for example, in the list of Undergraduates for the Session 1881–2, appear the names ot six students who had only just passed in the Junior Grade, aud whose places in the order of merit were 1512, 1537, 1601, 1838, 2073, and 2254. The witness, who was for many years at the head of a large and euccessful Intermediate school, told us that he would require such boys to spend another year preparing to go up again in the Junior Grade, before he would allow them to pass into a higher class. Yet these boys, after having got the above mentioned places in the Jnnior Grade, in June, all passed the entrance examination of Queen'e College, Cork, in October of the same year. Evid. qq. 8256–58. Evid. q. 8272.

Another kind of testimony to which we attach considerable weight, in connexion with this subject, is that given by the head masters of the schools from which pupils have come up for matriculation to Queen's College, Cork. We had before us the President of a large school in the city of Cork, numbering from 100 to 140 boys; and the President of another large school in the county of Cork, with an average of 112 boys. They told us that only a few of their boys, comparatively speaking, went up to the Queen's Collego; and that those who did go were not generally the more advanced boys of the school but the more backward. In some cases they were very deficient in knowlodgo, even for schoolboys, and hardly knew the first elements of the suhjects in which they wore to be examined. "I have several instances," said one of these witnesses, "of students whom I would not send forward for any examination, in any Grade of the Intermediate examinations, because of their certain failure, . . and they matriculated successfully here." Evid. qq. 3836–3954 3955–4010. Evid. qq. 3980–95. Evid. q. 3852.

We had also before us two schoolmasters, one from the city of Cork, and one from Skibbereen, a town in the west of the county, who prepared candidates specially for matriculation in the Queen's Collego. They confirmed the evidence just referred to, and gave several instances in which they successfully passed their pupils, after a scanty and altogether superficial preparation. One of these witnesses described, with some degree of minuteness, the method he adopted in preparing students for the Queen'e College matricnlation. Ho entirely disapproved of the method himself, which he regarded as "rapid cramming without any learning." But he frankly said his object was to secure the euccess of his pupils; and knowing the syetem of examination that prevailed, ho took "the easiest, quickest and surest means" to secure that end. It was not so, however, with the Examinations of the Intermediate Education Board. These he regarded as more critical and searching; and in preparing his pupils for them, he adopted a moro thorough system of teaching, the details of which he set before us in his evidence. Evid. qq. 8571–8689; 4005–4097. Evid. qq. 8619–28. q. 8623. q. 8621. Evid. qq. 8066–78.

The last testimony to which we shall call attention, on this hesd, is that of Dr. Sullivan, the President of the College. In his annual Report to Her Majesty, for the Session 1880–1, he says:— p. 7.

"Students come so badly prepared in what may be called the ordinary instruments of thought, and in "ancient and modern languages, in a word, in every kind of school work, that they follow the University "course only in a limping and unsatisfactory manner, and much time is lost before a large number of students "learn how to properly work. The professor is consequently obliged either to lecture over the heads of a "large part of his class, or to divide it into the instructed and uninstructed, a method which entails much "additional labour upon him, and which lowers and impairs the effectiveness and quality of his teaching"

It will be observed that this very clear and emphatic statement, officially put forth by the President of the College, confirms in a striking way the distinct and independent testimony given by the representatives of the schools from which the students came. We have, therefore, no hesitation in accepting the faot as abundantly proved that the

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standard of education required for entrance into Queen'e College, Cork, is decidedly low; and that a large proportion of the etndents admitted are very backward in knowledge and deficient in ordinary school training.

Dr. Sullivan, however, when examined with respect to hie statement, offered an explanation which we ought not to pass over in eilence. He ascribed the great deficiency of the students admitted into the College to the backward condition of the schonls in Munster; sayiug that, in these schools, "the state of education is extremely low, and the teaching bad and ineffective."

Evid. qq. 2027–30.

q. 2030.

The viewe of Dr. Sullivan, on this subject, were strongly supported by the professor of Greek, Mr. Ridgeway. First, speaking of the students who come up to Queen's College, Cork, he said, "Our men have no training whatever." Being asked whether he said this of the students generally, or only of the etudents of his own class, he replied:—"I can only eay so dogmatically of my own; but from the general impression I have received here, I give it as a matter of opinion about the whole place." In further explanation he added:—"Of course they have got a certain amount of Irish echool training. That is what I mean by no education whatsoever. When they come here they muet know a certain amount. When I say they como here with scarcely any training whatsoever, I mean in comparison with the English University etudents." It was suggested to the witness that tho boys who came up so badly prepared for a University course ought not to have heen received into the College, but ought to have been sent back to echool until they were properly trained. To this he replied:—"If they were to spend their time at the schools most of them have come from, and stay there until they became gray-haired, it would make no difference." But, it was urged, would it not be better they should remain at echool, if a good school could be found. His answer was, "That is a very doubtful hypothesis as regards Ireland."

Evid. q. 2332.

q. 2361.

q. 2363.

q. 2368.

Evid. qq. 2369–74.

This evidence seemed to us to raise a very important question. It would be impossible for a University College to maintain a good standard of matriculation if the schools of the country were incapable of bringing their pupils up to such a standard. And tho allegation made practically amounted to this, that the stndents who come up to Queen's College, Cork, are badly prepared, simply because the schools of the country are incapable of preparing them well.

We thought it our duty to give this question our moet careful consideration: and we have come to the conclusion that while Dr. Sullivan and Professor Ridgeway are perfectly right, as might have been expected, in their estimate of the studente who come up to Queen's College, Cork, they have fallen into a serious error in eupposing that these students fairly repreeent the etandard of education generally attained in the schools of the country.

On this point we would refer, in the first place to the evidence given by the masters of some of the Munster echools. They told us that they had successfully prepared their boys for all the Grades of the Intermediate examinations, Junior, Middle, and Senior; that many of their boys had passed these examinatione with Honours; and eome had gained Exhibitions and Prizes. These were the boys, they said, who represented the true standard of their schools. But the boye who went up to Queen'e College, Cork, were at best only Pass boye in the Junior Grade; and many of them were even below the etandard of the Junior Grade.

Evid. qq. 3872–83; 3974–79; 3996–4002.

q. 3852.

Next, we would call attention to the evidence of the Very Rev. Dr. Walsh, who, as President of Maynooth College, and Chairman of the Committee elected hy the Head Masters of the Catholic Schools of Ireland, has had large opportunities of acquiring authentic information on this subject. His evidence does not admit of condensation, and is well worthy of being read in detail. But we may briefly etate that the conclusion to which it leads is directly at variance with the allegations of Dr. Sullivan and Professor Ridgeway. According to the facts laid before ue by Dr. Walsh it would appear clearly established that, speaking generally, the schools of Ireland are in a very efficient condition, that they are improving from year to year, and that they are capable of bringing up their pupils to a high standard of education.

Evid. qq. 6975–95.

The iudependent testimony, on this subject, furnished by the Reports of the Intermediate Education Board, and referred to by Dr. Walsh, in his evidence, seems to us deserving of especial conaideration. We have seen that the Programme for the Junior Grade of the Intermediate examinations is higher than the Programme for matriculation in Queen's College, Cork: that the Programme for the Middle Grade represents a year'e school work above a good Pass in the Junior Grade: and that the Programme for the Senior Grade represents a year's school work above a good Pass in the Middle Grade. With these facts before us it will be interesting to consider the number of boys

Evid. qq. 7073–83.

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who pass, each year, in the several subjects that are required for matriculation in Queen's College, Cork. We will take for example, the year 1882.

TABLE showing for the year 1882, (1) the total number of BOYS that passed the Intermediate Examinations, and (2) the number that passed with HONOURS, in the several grades, in GREEK, LATIN, ENGLISH, ARITHMETIC, EUCLID, and ALGEBRA. Report for 1882, pp. xviii–xx.

SUBJECTS.	Total Number that Passed.				Passed with Honours.			
	Junior.	Middle.	Senior.	Total.	Junior.	Middle.	Senior.	Total.
Greek,	313	226	122	661	118	88	85	291
Latin,	618	376	143	1,132	270	207	39	516
English,	2,064	434	214	2,712	586	126	60	772
Arithmetic,	2,689	530	89	3,308	1,602	331	15	2,088
Euclid,	2,195	594	265	3,054	1,289	413	165	1,867
Algebra,	1,068	392	89	1,549	489	185	15	689

Now, in reference to this Table we may say, from a close study of the several Programmes, that the boys who have passed in the above subjects, in the Middle and Senior Grades, are fairly equipped with ordinary school learning; while those who have passed "with Honours" have already reached a good standard of schoolboy education. But the Table does not give an adequate idea of the high standard of education attained by some of the leading schools in Ireland. It is interesting to turn from the summary Reports of the Board to the published Results, which give the actual marks obtained, by each candidate, in each subject of examination. We cannot here go into details: but we may state generally that while the standard of school education in Ireland, as judged by these marks, is fairly good all round, it is remarkably high in the case of a large number of boys whose names come highest on the list, in each Grade. On the whole, we think it is fully established, by the evidence before us, that the schools of Ireland generally, including the schools of Munster, turn out an ample supply of students well trained in ordinary school work, and fit to enter with advantage on a University career. But, on the other hand, it is equally clear to us that, for some reason or other, these well trained students do not go for their University education to Queen's College, Cork.

Our attention was directed by some of the witnesses to another way of testing the efficiency of the Munster schools. It has happened sometimes that students who had distinguished themselves in Queen's College, Cork, at various stages of their University course, presented themselves afterwards at the examinations of the Intermediate Education Board. It would seem that having won Scholarships by competition, in a University College, they naturally thought they could easily win Exhibitions in competition with schoolboys. At all events, they entered into the competition: and the witnesses have shown us, from the published Results, that they were always beaten by boys from the schools of Munster. Evid. qq. 3897–3932; 6999–7010.

With respect to this line of evidence, it was pointed out, by the representatives of the Queen's College, that the order of merit, at the Intermediate examinations, is determined by the aggregate of marks obtained in all the subjects of the examination; whereas the Scholarships in the Queen's College are awarded for special excellence, either in the literary subjects grouped together, or in the scientific subjects grouped together. Hence it was urged that a Science Scholar might be eminently good in mathematics, and a Literary Scholar might be eminently good in classics; and yet both might be beaten, at the Intermediate examinations, by a number of boys who were not eminently good at anything, but who did fairly well in a large number of subjects.

This argument is perfectly good in the abstract. But it was shown to us, in evidence, that it does not apply to the facts of the case before us; because the Scholars of the Queen's College were beaten by the boys from the Intermediate schools, not only in the aggregate of subjects, but in the special subjects of their Scholarships. Thus, for example, a Science Scholar, of one year's standing, came up to the Intermediate examinations, in the Middle Grade, in 1880, and got 319th place in the order of aggregate merit. As to the special subjects of his Scholarship, it was shown to us that in Euclid, out of 533 who passed, there were 265 before him, and in Algebra, out of 350 who passed, there were 173 before him. In Arithmetic he got no marks: but it does not appear whether he presented himself in that subject or not. Again, a Literary Scholar of three years' standing, when just on the point of taking his Degree, came up in the Senior Grade, in the year 1880. He got 47th place in the order of aggregate merit; Evid. qq. 3897–3932; 6999–7009; 4264–88. q. 7003–6. q. 7007–9.

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and, as regards the special subjects of his Scholarship, he was beaten by 32 boys in Greek, by 9 in Latin, and by 94 in English. It is worth observing that in both cases here referred to, a large number of the successful schoolboys came from schools in Munster.

It was also urged upon us that the Scholars of the Queen's College were at some disadvantage in this competition. Having to prepare for their own College examinations, they probably had not time enough at their disposal to prepare themselves adequately in the special subjects of the Intermediate examinations. We do not attach much importance to this argument, as regards the subjects of Euclid, Algebra, and Arithmetic. But we would allow it some weight in the classical languages, in which part of the examination is conducted in specific books prescribed beforehand. Nevertheless, taking every thing into account, we think that the success achieved by pupils of the Intermediate schools, in competition with distinguished University Scholars, coming up to the same examinations, from Queen's College, Cork, goes far to confirm the conclusion at which we had arrived from independent evidence, namely, that these schools are doing thoroughly good and efficient work.

Queen's College, Galway:

The Standard of Education of Students at Matriculation.

Passing next to Queen's College, Galway, we find that the evidence, though not so abundant as in the case of Queen's College, Cork, points clearly enough to a low general standard of education among the students admitted into the College. When we look at the Programme of examination required for matriculation, we find it, no doubt, higher than in Cork. Thus, for example, Cork requires only one Greek, and one Latin author; whereas Galway requires two. But, on inquiry, we discovered that this difference exists only in the Programme, and is not carried out in practice. We were told that, when a student presents two books, as required by the Programme, he is asked which of the two he would prefer to be examined in; and he is then examined in that which he selects.

Professor Thompson, qq. 5816–17; Professor Davies, qq. 5798–5801; Professor Maguire, qq. 7713–16.

But the knowledge even of one book is not always exacted. Thus, Professor Thompson, speaking of a time when Greek was laid down in the Programme, as necessary for matriculation, says:—"I can say this, that some of the very best men we have ever had here began with me the Greek declensions, as pass men, of course, in my department, and at the end of the second year they were some of the ablest men I had."

Ev. q. 5824.

And again:—"I would not allow absolute ignorance of Greek to prevent my letting a man in. A man may be good in Latin and good in mathematics, and exceedingly good in English, and if exceedingly good in English, I should consider that I was guilty of a kind of academical assassination in stopping a young man like that. What I want to see is a man hungry and longing for knowledge; but as to the absolute knowledge, I care very little about it." We cannot help thinking that an examination in which absolute knowledge is not required, but only a desire for it, is likely to become a very lenient test of previous education.

q. 5830.

Further on, Professor Thompson describes his method somewhat in detail:—"When I find ignorance, I say to the student—'Have you studied Greek;' he says, 'No;' 'Do you wish to be examined;' he says, 'I would rather not if I can pass in the others;' I then put against him, 'May pass, if' which means, if particularly intelligent and good in other departments."

Evid. q. 5833.

So much for Greek. A similar laxity, though not perhaps to the same extent, appears to have prevailed with regard to Latin. The Programme requires two books: but the candidate, if he choose, may pass in one only. And this book seems to have sometimes dwindled down to very small dimensions. Professor Maguire, when asked what book was generally selected by the candidate, said, "A book of Cæsar, sometimes two, sometimes *a couple of the Odes of Horace, but I was satisfied with anything provided it was Latin.*"

Evid. q. 7716.

This evidence, coming as it does from the professors who have conducted the entrance examination, in Latin and Greek, during the last fifteen or sixteen years, seems to show that a very slender acquaintance with the classical languages was sufficient, during that time, to secure admission into Queen's College, Galway.

The evidence, on this point, given by the College Examiners is supported by the testimony of the Rev. T. Kenny, the head of a large school in Galway, from which boys have occasionally come up to the Queen's College. He told us that the standard of

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education required for matriculation, in the Queea's College, was lower than that required, in the same snhjects, for the Junior Grade of the Intermediate examinations; and that, in fact, boys from his school had gained admission, se Univereity students, whom he would not have allowed to go up for the Intermediate examinations, even in the Junior Grade, because he felt they could not pass. Evid qq. 6640–59.

We would refer also to the evidence of the Catholic Bishop of Galway, the Most Rev. Dr. Carr, who was eagaged himeelf, for a great part of his life, in teaching; first in the cathedral town of Tuam, and afterwards in the College of Maynooth. His Lordship agrees with Father Kenny that the standard required for matriculation, in Queen's College, Galway, ie distinctly lower thaa the standard required for passing in the same subjects, in the Junior Grade of the Intermediate examinatious. He further expressed his opiaion that the College has very little influence on the schools of the province with which he is acquainted, that is, the Catholic schools: but so far as its influence goee, it ie decidedly injurious, owing to the low standard of its eutrance examination. Evid. qq. 6497–6500; 6515–20. qq. 6509–14.

In connexion with these testimonies we may cito also the opinion of the Visitors appointed, in 1873, hy the General Medical Council, to report on the Medical examiaatioas of the Queen's University. "Wo have shown," they say, "that the requiremeats for the Matriculatioa Examinatioas are exceedingly limited, and at two of the Colleges are, in some respects, little more than a farce. They are scarcely, at any of them, sufficient to insure that the successful candidates shall have had even a very moderate school education."*

The publication of this Report elicited, at the time, a reply from the Board of Examiuers of Queeu'e College, Galway, which was read for us hy Dr. Moffett, and which ie printed with his evidence. This reply may he allowed to speak for itself. We will confiue ourselves to a hrief statement of the impression it made upon us. The main point insisted on seems to be that the Visitors of the Medical Council formed their opinion of the matriculation examination from an inspection of tho Programme, without holding any inquiry in the College itself, or interrogating the profeesors as to their mode of conducting tho oxamiaation. This would be a good answer if it were shown that the standard of tho examination, ae conducted by the professors, was higher than the staudard which the Programme set forth. But the contrary ie proved by the evidence of the profossors thsmselves. We have just seen that a great laxity has prevailed in the mode of conducting the examination; and that the examiners are satisfied, at least in the olassical languages, with very much less than the Program me requires. Evid. q. 6933.

It is right to say that the Programme for the entrance examination in Galway has been improved since the time whea the Visitors of the Medical Council made their Report. The Visitors had condemned the Programme in classics as iaadequate, because they found that the subjects of examination were coafiaed within a very limited range. This ceasure provoked some comment from the College authorities, who, in their reply, facetiouely call it the "method of quantitative induction." Nevertheless they have since enlarged the Programme, in this reepect. At the time when the Report was made, the Programme required only one Gresk author, and one Latin author. It now requires two authors in each language,—a Prose writer, and a Poet. We have seen, however, that although the additions thus made are real additione to the Programme, they are not real additioas to the examination. When a candidate comee up for examination, he is asked which of the two hooks he would prefer to be examiaed in; and is examined in that alone which he solects.

Queen's College, Belfast:
The Standard of Education of Students at Matriculation.

With respect to Queen'e College, Belfast, we have come to the conclusion that the geaeral educatioaal etanding of the studeats, at the time of their admission, is fairly good. It has been ehown to us, in evidence, that a large proportion of them, before entering the College, have passed in the Senior or, at least, in the Middle Grade, of the Intermediate examinatione; that many of them have got high places at these examinations; and many, too, have gained Exhibitions and Prizes. It appears also that nearly all the students who have entered the College, for an Arts course, within tho last two yeare, have paseed the Matriculation Examination of the Royal University; and that a reasonable proportion of them have gained Honoure and Exhibitions at that

* See Reports of the Visitors of Examinations, deputed by the General Medical Council, 1873, pp. 203–4; published at the General Medical Council Office, 315 Oxford-street, London, W., 1874.

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examination. These facts we regard as a guarantee that the students of Belfast, taken generally, have had a fairly good school education, before entering on their University studies.

Evid. qq. 1785–1818; 1830–33; 1840–49; 1854–57.

Evidence, no doubt, was laid before us that the entrance examination has not been always very strictly conducted; and that students have been admitted into the College, from time to time, on a low standard of qualification. This evidence we accept as entirely trustworthy, so far as it goes. But it does not seem to us to disturb the general grounds on which our own conclusion is founded; and we are inclined to regard the cases referred to as more or less exceptional. On the whole, after a careful review of all the evidence presented to us on the subject, we are satisfied that Queen's College, Belfast, meets the wants, and enjoys the sympathy, of the Presbyterian community around it; that it receives a considerable proportion of the best students prepared in the Presbyterian schools of Ulster; and that it fulfils, with respect to these schools, the functions of an efficient and successful University College.

Evid. qq. 744–46; 751–53; 478–97; 530–50; 986–1000.

We feel bound, however, to call attention to the evidence that was offered to us, on behalf of the Catholic schools of Ulster. This evidence might seem, perhaps, to some extent, outside the scope of our inquiry; but the Commissioners felt they could not refuse to accept it, having regard to the statement made by some of the witnesses, that Queen's College, Belfast, enjoys the confidence and support of the people of Ulster.

Such a statement would certainly convey that the population of Ulster generally is content with the Queen's College. But, according to the evidence presented to us, it appears that the Catholics of Ulster are nearly fifty per cent of the population: that they have among them a considerable number of young men who are ready and anxious for University teaching, and who are availing themselves largely of the opportunities offered by the Royal University; but who are debarred, by religious considerations, from the advantages for collegiate education provided in the Queen's Colleges. The Catholics of Ulster, we were told, are quite willing that these advantages should continue to be maintained for all who can accept of them: but they feel it a great grievance that no corresponding provision is made for the Catholic youth of the province.

Evid. qq. 1795–98; 1803–5; 1825–27; 1849–53.

Standard of Education required for Scholarships in the Queen's Colleges.

In connexion with the standard of education in Arts, maintained by the Queen's Colleges, it is necessary to say a few words on the standard required for Scholarships. We are satisfied that, in all the Colleges, great care is taken in awarding the Scholarships, and that they are uniformly given to the best men. But seeing that, in Cork and Galway, the standard of education reached by the students generally is very low, and that the number of Undergraduates in Arts only slightly exceeds the number of Scholarships, offered to competition among them, we think that a high standard of learning cannot be enforced, in those Colleges, as a necessary condition for gaining a Scholarship.

Evid. qq. 2033–43.

In the Academical year just elapsed, the number of Undergraduates in Arts, in Queen's College, Cork, was only 36, including those who had matriculated in the College only, as well as those who had matriculated in the University. For these 36 students the number of Scholarships available was 30, and the number actually awarded was 18.

4888–4900.

In Galway, the number of Undergraduates in Arts was also 36, the number of Scholarships offered for competition among them was 30, and the number awarded was 26.

The nature of the competition for Scholarships, in Galway, is curiously illustrated by an incidental remark of Dr. Curtis, who was for 22 years a professor in that College.

Evid. q. 7150.

He was asked whether, in his time, there were many Arts students in Galway, and he answered:—"There were a great many Arts students; all the Scholarships were filled up, and generally two or three attended my lectures who were not Scholars either in classics or mathematics." He evidently considered that there were *a great many* Arts students in the College, when there were as many students as there were Scholarships.

In Belfast the case is different. The general educational standing of the students is higher, and the number is larger. In the past Academical year, the number of Undergraduates eligible to compete for the 30 Junior Scholarships in Arts was 178; and we have no doubt that, from this number, 30 men could be selected fairly entitled to this distinction.

Evid. qq. 6997–7023.

Important evidence on this subject was laid before us by the President of Maynooth College, and by the President of University College. The details of the evidence are somewhat complex and minute. But the substance of it amounts to this: that in the Queen's Colleges of Cork and Galway, the Scholarships are awarded on a very low standard of education, whether tested by the standard required for Exhibitions at the Intermediate examinations, or the standard required for Honours at the Royal University.

App. III. pp. 487–502, 505–6.

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It appears that no Honours of any kind at the University examinations are required, as a condition for gaining a Scholarship in the Queen's Colleges. It is not even necessary that the candidate for a Scholarship shall have passed the Matriculation examination of the University. Several instances are on record in which Scholars of one year's standing, in the Colleges of Cork and Galway, have come up for the Matriculation examination of the Royal University. And it was shown that, with very few exceptions, the Scholars of these two Colleges are either not University students at all, or hold in the University the position of mere Pass men. Even as regards Belfast, it will be seen, from the Tables handed in by Dr. Walsh, that a considerable number of candidates gained College Scholarships who were only Pass men of the Royal University. App. III. pp. 487–97.

On the part of the Queen's Colleges it was urged that Collegiate Scholarships are intended, not merely as rewards, for learning acquired, but also as "aids to learning"; and it was contended that the Scholarships in Cork and Galway had well fulfilled at least this latter function. We were assured that, by means of these Scholarships, many students of humble circumstances have been able to secure a good education, and to open for themselves a career in life to which otherwise they never could have attained. Evid. qq. 2134–38; 3206–9; 7170–72.

This is a view of the question which we are not at all inclined to dispute. But we think it is a just complaint that these "aids to learning," provided at the public expense, should be exclusively confined to the Queen's Colleges, from which the great bulk of the population are debarred by their religious convictions. And further, we believe that the sense of grievance is increased, when it is found that the Scholarships, in the two Colleges referred to, are awarded, for the most part to mere Pass men of the University; while a long roll of Honour men, who have to seek their education in other Colleges, are left by the State entirely unprovided with any such assistance. Evid. qq. 1797–98; 1804–5; 8295–99; 8472.

Consideration of the Evidence opposed to our Conclusions.

In arriving at the conclusions set forth above, regarding the standard of education maintained in the Queen's Colleges, we have not been unmindful of the evidence brought forward on the opposite side of the question: and we now proceed to refer to the chief heads of that evidence, and to state our views regarding it.

(1.) *The students now entering the Colleges of Cork and Galway, for an Arts Course, generally pass the Matriculation Examination of the Royal University.*

We have observed, in the first place, that a large majority of the students in Arts who now enter the Queen's Colleges of Cork and Galway, pass the Matriculation Examination of the Royal University. It follows, therefore, that these students have attained at least the minimum standard required for that examination. The College examination, however, is still maintained for those who prefer it; and a certain proportion of the students continue to enter on this lower standard. Thus, for example, in Queen's College, Galway, during the past Academical year, there were 18 students reading the First Year's Course in Arts. Of these 18 students, 13 had passed the Matriculation Examination of the University, and 5 had passed only the entrance examination of the College. That there was a difference of educational standing between these two classes was shown clearly enough by the evidence laid before us. First, of the 13 who had matriculated in the University, 10 held College Scholarships and one a College Exhibition: whereas, among the 5 who entered by the College examination there was but one Scholar, and no Exhibitioner. Again, Professor Davies, when his attention was called to the two lists, had no hesitation in saying that the students that matriculated in the Royal University were "very far superior" to the others. App. p. 400. Evid. qq. 5694–5707. q. 5704.

But we desire also to state that the *minimum standard* hitherto required for Matriculation in the Royal University is, in our opinion, decidedly low. It was stated to us by a very competent witness, the President of University College, that although he considered the Programme good, he thought the candidates were leniently dealt with; and from what he knew of the students who passed, he had come to the conclusion that "they were let down easily." This opinion was confirmed by the evidence of the Very Rev. Dr. Walsh, who was on the Senate of the Royal University and a member of the Standing Committee, at the time of the Matriculation Examination in 1883. He explained that, in the case of this examination, the candidates were not passed by the examiners, but by the Standing Committee of the Senate; and he added that they were allowed to pass on an inferior standard of answering. It was not that the examiners were unduly lenient, but when the Standing Committee had the marks before them, "candidates were allowed to pass" who, in his opinion, "should not have been allowed to pass." Evid. qq. 8330–42. Evid. qq. 9361–77. q. 9364. q. 9365. qq. 9375–8.

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We may refer also to the evidence of Mr. Ardblaster, a graduate of Cambridge, who has been for some years Head Master of the Grammar School, Cork. He expressed his astonishment that a pupil of his had passed the Matriculation Examination of the Royal University; and added, that this fact had shaken his confidence in the examination. Moreover, he told us that the marks obtained by the candidate, in four out of the five subjects of the examination, were below the minimum fixed for a Pass.* This confirms the testimony already quoted, that great leniency is exercised in allowing candidates to pass the Matriculation Examination of the Royal University.

Evid. qq. 3549–51; 3555–56.

The opinion expressed by these several witnesses is further supported by the fact that an unusually large proportion of the candidates are successful at the examination. In the year 1882, 548 candidates were examined, and 496 passed, that is, about 89 per cent: in 1883, 717 were examined, and 606 passed, or about 85 per cent. These results contrast very strongly with the corresponding results in the University of London, where the number of candidates who passed the Matriculation Examination, in 1882, was only 49 per cent, and, in 1883, 61 per cent, of the number examined.†

See Return R.U. Appendix III., p. 412.

From all this evidence we conclude that the minimum standard of education required for matriculation in the Royal University, is comparatively low; and, therefore, the fact that a good number of students, entering Cork and Galway, come up to that standard, does not alter our judgment on their general educational status.

It would be unjust, however, to the Royal University to suppose that the *minimum standard*, hitherto required from candidates at Matriculation, gives any true measure of the standard generally reached by the students who pass the examination. We find that a very large proportion of the students entering the Royal University have previously passed the Senior or Middle Grade of the Intermediate examinations; that many of them have obtained high places in their respective Grades; and not a few have won Exhibitions and Prizes. We are, therefore, satisfied that a good standard of education is reached by a large number of the students who enter the Royal University; while we accept, at the same time, the opinion of Dr. Walsh and Mr. Ardblaster that the minimum standard on which it is possible to gain admission is unduly low.

The question then remains, do the students of the Cork and Galway Colleges, who have passed the Matriculation Examination of the Royal University, belong to those who reach a high standard, or rather to those who do not rise much above the minimum required for passing. From the evidence before us we have come to the conclusion that they belong very generally to the latter class. But this point will be considered more fully under the Third Head of our Report, where it will appear that the students who enter the Queen's Colleges of Cork and Galway, including those who gain the College Scholarships, come almost exclusively from the rank of mere Pass men in the University.

Infra, pp. 99–100.

(2.) *Favourable testimony of the Professors and Officials of the Colleges.*

The next class of testimony to which we would refer is that of the Professors and Officials of the Colleges. There is no doubt some of these witnesses gave a rather favourable view of the educational standard attained by the students, at the time of their admission into the Colleges of Cork and Galway. In this respect, their evidence would seem, on a casual reading, to contrast very strongly with the opinions, above quoted, of Dr. Sullivan and Professor Ridgeway; and also with the views expressed, some years ago by the Visitors of the General Medical Council.

Evid. q.q. 2132–33; 3242–43; 3472–73; 4475; 5742–44; 7156–57; 7363–64; 7845–46.

But this conflict of opinion is more apparent than real. When closely examined, the favourable testimony to which we refer amounts to little more than this, that the students received into the Colleges *were fit to profit by the instruction given there, and did in fact largely profit by it.* We entirely accept this statement. But when we compare it with the evidence already set forth above, we are led to the conclusion, that the students were fit to profit by the teaching of the Colleges, not because they had attained a good standard of education, but because the teaching of the Colleges was brought down to the level of their wants.

Evid. qq. 67–8.

We have seen, for example, from the evidence of the President of Queen's College, Cork, that the students come there "badly prepared in every kind of school work;" Professor Ridgeway said they come "without any training whatever"; and the Masters of the schools from which the students came corroborate the opinions thus expressed by

* It may be well to notice that these statements appear, in the first instance, (qq. 3549–51) to be made in reference to Queen's College, Cork; but the witness, immediately afterwards, (qq. 3555–6) explained that he meant to speak of the Royal University. The marks given by the examiners of the Royal University are not published, but each candidate can get his own marks, by applying for them to the Secretaries.

† See London University Calendar, 1884–5, p. 212.

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the authorities of the College. Again, we have on record the specific fact that in 1881, six students entered the College whose places, in the lowest Grade of the Intermediate examinations, in the same year, were respectively, 1512, 1537, 1601, 1838, 2073, and 2254. When we are told, on sufficient authority, that such students were fit to profit by the teaching of the College, we are quite willing to believe it. But if they were, it seems clear to us that the teaching of the College must have been, to a large extent, on the same level as the teaching of an ordinary Intermediate school. *Supra*, p. 67.

We would observe, too, that some of the Professors who gave a favourable estimate of the students at entrance, seem to have had before their minds rather a low standard of comparison. Professor Jack, for example, was asked, in Cork, by one of the Commissioners:—"Would you have any opinion to express as to the state of preparation in which the students come?" and his answer was:—"As regards their scientific preparation the majority are very fairly well prepared. . . In mathematics particularly I consider them fairly well prepared, and in that they are very much influenced by the teaching of the National schools." In answer to a subsequent question, he said:—"Students who come up from the National schools, *from which we have got very many excellent candidates*, have done good work in College, and afterwards been most successful." And again, later on, "*Some of our best students have come here from the National schools.*" Evid. q. 3420. q. 3421. q. 3472. q. 3511.

Now we have a high opinion of the teaching given in the National schools of Ireland. But we hold that there is a wide chasm between the standard of education reached in the National schools and the standard proper to a University College. That chasm, according to our view, ought to be filled up by a good course of Intermediate education. And when we hear that some of the best students in Queen's College, Cork, are those who have come direct from National schools, we are confirmed in the opinion that the standard of education, in that College, must, in some measure, come down to the level of an Intermediate school.

(3.) *Favourable Testimony of independent Examiners.*

Favourable evidence was also given by some independent witnesses, who came into contact with students of the Queen's Colleges, as Examiners, at various points of their University career. This evidence, however, was given with a certain degree of qualification, which seems to us to detract very much from its value. Professor Tyrrell, for example, an eminent Fellow of Trinity College, Dublin, examined the Queen's College students, for some years, in classics. When he was asked to give his opinion as to the answering of Pass men, at the Little-go examination, he said that "it was quite as good as could be expected—as good as one would expect." An answer of this kind appears to us not at all at variance with the conclusions at which we have ourselves arrived. When we consider the very low standard of education on which students have been received into the Colleges of Galway and Cork, the proficiency they have attained during their College course seems to us, as it does to Professor Tyrrell, "quite as good as could be expected." Evid. q. 7401

Professor Tyrrell, however, says that "the proficiency of the Honour men was very great." This statement conveys, no doubt, in a general way, a very favourable impression. But it seems to us rather vague in reference to the question now immediately before us, that is, the standard of education in the two Colleges of Cork and Galway. In the first place, Professor Tyrrell does not say what proportion of the students, coming up to the examinations, were Honour men: and again, he could not tell us what proportion of the Honour men came from the Colleges of Cork and Galway. Evid. q. 7403.

We naturally turned, therefore, to the Honour lists of the Royal University, for last year, to see how far his statement may be applied to the present condition of these Colleges: and we arrived at the following results. At the First University Examination in October, 1883, Queen's College, Cork, had no Honour man in Latin, and no Honour man in Greek. At the Second University Examination, it had no Honour man in Latin, and one Honour man in Greek. At the B.A. Examination, Honours are not awarded separately in Latin and Greek, but conjointly in Ancient Classics: and Queen's College, Cork, had no Honour man in Ancient Classics.

Queen's College, Galway, stands comparatively speaking higher, at these examinations, than Queen's College, Cork. It had no Honour student, in either Latin or Greek, at the First University Examination: but, at the Second University Examination, it had one Honour student in Latin, and one in Greek; and at the B.A. Examination, it had three Honour students in Ancient Classics.

These facts, we think, must be taken into account, in weighing the statement of Professor Tyrrell that the proficiency of the Honour students from the Queen's Colleges, in the classical languages, was very great. It may be that though their proficiency was great, their number was small; or it may be that, though the number was

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large from Belfast, it was comparatively small from Galway and Cork. On these points we offer no opinion, because the evidence, as it stands, gives us no information. But whatever may be said about the past, it is clear that, in the Colleges of Galway and Cork, at the present time, Honour students in the classical languages are very rare indeed.

Nor can it be said that the examinations of 1883 were specially unfavourable to these Colleges, in that respect. We have just received from the Secretaries of the Royal University the Honour lists for 1884. We have carefully gone through these lists, and we have discovered the surprising fact that the two Colleges of Cork and Galway, taken together, have not a single Honour student in either Latin or Greek, in the whole Undergraduate course.*

This fact is the more striking when we consider the number of Honours awarded in these subjects. At the First University Examination, 20 students were admitted to Honours in Latin, and 15 in Greek. At the Second University Examination, 16 were admitted to Honours in Latin, and 9 in Greek. At the B.A. Examination, 4 students took their Degree with Honours in Ancient Classics. Altogether 64 Honours were awarded in Latin and Greek, at the three examinations: and not one, out of the 64, was gained by a student who came up from Queen's College, Galway, or from Queen's College, Cork.

It is not our purpose now to examine further into the success of the Queen's College students, at the examinations of the Royal University. That question will be fully discussed under the Third Head of our Report. But the facts we have briefly cited seemed to us an important element of consideration, in connexion with the evidence under review, that while the answering of the Pass students from the Queen's Colleges, in classics, was "quite as good as could be expected," "the proficiency of the Honour men was very great."

There are some individual students mentioned by Professor Tyrrell, one of whom, Mr. O'Connor, certainly came from Galway, of whose answering he speaks in terms of unqualified praise. But while we gladly refer to these particular instances of good scholarship, they seem to us too few in number,—he mentioned four altogether, in a period of five or six years,—to affect seriously our general judgment.

Evid. qq. 7396–98.

Other individual cases were referred to, in terms of high commendation, by Professor Maguire: but we found, on inquiry, that he spoke of students who, having finished their University course in a Queen's College, and taken out their Degree, came up to Trinity College, Dublin, as Freshmen, and there gained distinctions, when beginning anew their University career. We need hardly say that these distinctions are won, as a rule, by the students who come up to Trinity College from the Intermediate schools of the country; and therefore they only represent a standard which is usually attained by the Academic youth of Ireland, at the end of their school course.

Evid. qq. 7734–39.

(4.) *Though the Students enter the Colleges badly educated, they come out well educated.*

It was repeatedly urged, on behalf of the Colleges of Cork and Galway, that, although the students enter these Colleges badly educated, they come out well educated: and it was suggested that this fact clearly proved the efficiency of the teaching given by the Colleges. Dr. Sullivan, President of Queen's College, Cork, was asked by Dr. Stoney, "Would not the efficiency of the College be brought out more strongly if several of its students, who left the College well educated, had come to it less prepared than they do to other Universities?" and he answered, "Certainly." Again, in the evidence of Professor Lewis, also of Queen's College, Cork, we find the following:—

Evid. q. 2111.

"2435. DR. STONEY.—You have been in the College from the beginning, and have had an opportunity of watching the effect of the culture upon the whole series of students. Has there been a markedly useful effect produced by the culture of the College upon the students, as shown by what they are when they leave the College, as compared with what they were when they entered?—I should say most marked. The change is very rapid, and very decisive. . .

"2436. And quite as much progress has been made as could reasonably be expected from a good system of three years instruction?—I think so. We have every reason to be satisfied."

Similar evidence was given by Professor Armstrong, in reply to Dr. Stoney:—

"3220. Have you observed that a great advance is made by students during their College course?—Yes; a most remarkable advance in a very short time.

"3221. And do you think that the efficiency of the College is only brought out in stronger relief, where the scholars are less efficiently prepared, than if the College obtained material of a very high class, as, for instance, the English Universities do?—Where the students enter here badly prepared at school, and in a short time attain a very fair amount of education and culture, I think the credit is altogether to be placed at the door of the College. That is a test, and a very excellent test, of the advantages the College is suited to confer."

* See also Return presented by Dr. Sullivan, President of Queen's College, Cork, Addenda, pp. 517–8.

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Dr. Moffett, President of Queen's College, Galway, accepts the same view when it is presented to him, in the course of his examination :—

"4947. DR. STONEY.—Is not the efficiency of the College brought out only the more strongly from the circumstance that students come here who have had but slender opportunities of education, and yet before they leave the College they acquire a very advanced position?—Yes; true."

It seems to us that this evidence, and a great deal more, to the same effect, that was laid before us, does not touch the question as to the standard of education maintained in the Colleges. It shows, no doubt, that, in the opinion of the Presidents and the Professors, the teaching of the Colleges is effective; that the students make as much progress "as could reasonably be expected from a good system of three years instruction"; and that they leave the Colleges very much improved in education and culture. But all this would be true of any well conducted College, whether the standard of education be high or low. It is one thing to say that the students are well taught, and that they profit by the teaching they get: it is quite another thing to say that they reach a high standard of learning.

The view we take upon the subject is very simple, and may be expressed in a few words. No matter how good the teaching of a College may be, it is impossible to compress into three years of a University course more than three years of academical work; and the quality of the education which a student can acquire, during his College career, must be largely determined by the proficiency he has attained before he enters upon it. If he has laid the foundation of good scholarship, before he comes up to the University College, then, with the aid of good teaching, he may hope to reach a high standard, by the close of his University course. But if he comes up "without any training whatever," and "badly prepared in every kind of school work," then a great part of his University career must be spent in supplying the deficiencies of his school education. Such a student may, no doubt, profit largely by the teaching of the College, and may go out "well educated," as compared to what he was, when he came in; but we cannot believe that he goes out "well educated," as compared to what he would have been, had he completed a good school course before he entered on his University studies.

(5.) *Success of the students in after life and distinctions gained at the Examinations of other Universities and of Examining Boards.*

Ex. gr.

It has been urged upon us, by many of the witnesses, that the highest test of the education given in the Colleges is to be found in the subsequent career of the students they send forth into the world. Accordingly, each of the Colleges has furnished us with elaborate and comprehensive lists, setting out the success of its students in after life, and the distinctions which they have gained at various public examinations. These lists are all printed, at length, in our Appendix, and will receive, no doubt, the consideration to which they are entitled. We will content ourselves with a few brief notes, showing why they do not, in any degree lead us to alter the judgment we have already expressed.

Evid. qq. 134–8; 2117–25; 3215–17; 4938–44.

App. III. pp. 417–22. pp. 430–61. pp. 475–78.

In the first place, we are struck with the elastic meaning which seems, in some cases, to be attached to the words "distinction" and "success." Thus, for example, Dr. Sullivan, President of Queen's College, Cork, stated in his evidence that he regarded "the success of the students in after life" as "a marked evidence of the success of the education in the College." He added, "I have made out a list of most of the men who distinguished themselves in their career in life, and I find they were all, or nearly all, Scholars." Subsequently he furnished the Commission with a complete list of all the students who have held Scholarships in Queen's College, Cork, from the beginning, with the "distinctions obtained by them."

Evid. q. 2125. q. 2140. App. III. pp. 433–61.

Now on looking down this list, which occupies several pages of our Appendix, we find that a large number of the "distinctions" are of the following character:—Solicitor in Fermoy, Architect in Australia, Incumbent of St. John's, Sandymount, Medical officer of Kildysart Workhouse, manufacturing Chemist, Merchant, Barrister in Dublin, successful Brassfounder, Medical officer of Milltown Dispensary, Justice of the Peace, Rector of Kilkeady: and so forth.

Again, we find that a great many names on the list have no distinction attached to them except a simple Pass Degree of the Queen's University; while a still larger number have no distinction at all. It seems apparent, on a very cursory glance, that if those Scholars were excluded to whose names no distinction is attached, and those whose only distinction is a Pass Degree, and those whose distinction consisted in their attaining to some profession or calling in life, the list would be reduced to comparatively small proportions.

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We would venture, in the next place, to express the opinion that a successful career in life is no direct evidence of a high standard of education. It is a trite observation that the best scholars are often eminently unsuccessful in life; while, on the other hand, every one can recall numerous instances of men who, by sheer force of intelligence, industry, and perseverance, have, with a very meagre education, worked their way to the highest positions in commerce, in public affairs, in Parliament, may even in the learned professions and in the ranks of literature.

But some of the distinctions set forth in the lists that have been laid before us, are of a strictly Academical character. In a good number of cases, students who passed through the Queen's Colleges, afterwards presented themselves for the examinations held by other Universities, or by examining Boards; and the success which they achieved, at these examinations, is appealed to as a proof that they had reached a high standard of education.

Minutes, p. v. Evid. qq. 1164–67; 2121–24; 4043.

With respect to this class of evidence, the Commissioners desired to have before them, in each case, the date at which the student in question finished his College course, and the date at which he passed the examination referred to. The authorities of the several Colleges were accordingly requested to furnish these dates, as far as it might be found possible to do so. In the returns, however, as actually presented, we find that, in the great majority of cases, we have only got the date at which the student finished his College course, but not the date at which he subsequently obtained Academical or other distinctions. It is impossible, therefore, to say how much of the credit attached to these distinctions was due to the education received in the Queen's Colleges, and how much to after study, and teaching received in other institutions.

In a limited number of instances, the dates are given as desired by the Commissioners. This occurs almost exclusively in the case of Academical distinctions: and it seems to us, after careful consideration, that the examples of success thus put before us are by no means at variance with our previously expressed opinions. It may be well, perhaps, once more briefly to state what these opinions are. First, we say that the teaching, in all the three Colleges, is good of its kind, and suited to the wants of the students. Secondly, as regards the standard of education, we say that in Belfast it is fairly good, while in Cork and Galway it is decidedly low. Lastly, we say, not only that the standard in these two Colleges is low, but that it is necessarily low, from the very fact that it is suited to the wants of the students: for it is proved to us, by overwhelming evidence, that a large proportion of the students received into these Colleges are quite unfit for a high standard of education.

Now when we turn to the Academical distinctions detailed in the lists before us, what we find is this: that some of the best students in the Queen's Colleges, after they had taken out their B.A. or M.A. Degree, in the Queen's University, went up to Oxford, Cambridge, or Dublin, and entering there as Freshmen, gained various distinctions during their subsequent University career. This is just what is done every day by the young men who go up to these Universities from the High Schools of England and Ireland. It is, no doubt, very creditable to the Queen's Colleges: but it does not prove that the standard of education maintained there is higher than the standard of a good school.

It should be noted, too, in connexion with these Academical distinctions, that they have been gained almost entirely by students from Queen's College, Belfast. We find but few examples of such distinctions on the lists furnished by Queen's College, Galway; and hardly any on the lists of Queen's College, Cork.

But if examinations conducted by Universities and Examining Boards are to be regarded as a good test of the standard of education maintained in the Queen's Colleges, it seems to us that the most satisfactory means of applying that test is furnished by the examinations of the Royal University. Under present arrangements, the students of the Queen's Colleges present themselves for these examinations, at the several stages of their College career; and thus we get direct evidence regarding the standard of education they attain, while actually pursuing their studies in the Queen's Colleges. The Honours of the Royal University are awarded, without limitation of number, to all candidates who come up to the required standard. The Exhibitions and Scholarships are limited in number; and are awarded to those among the Honour students who are the most highly distinguished. How far the students of the Queen's Colleges have been successful in gaining these Academical distinctions will be fully considered under the Third Head of our Report.

Infra pp. 86–9, 101–2.

We have now briefly stated the reasons why the returns presented to us, setting forth the names of students who have achieved distinction, either in the Academical arena, or in the wider fields of active life, do not lead us to change our opinion as to the standard of education maintained in the Queen's Colleges. But before dismissing

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this subject from our view, we feel bound to say that the lists, considered in themselves, are highly interesting and significant. In the first place, they are creditable to the Queen's Colleges, and to Ireland. They show that the teaching in the Queen's Colleges, if not of a high standard, is at least sound and effective, as far as it goes: and they prove, too, that there is no lack of Irish youths who are able to win their way to the highest posts of distinction, if only they are afforded the opportunity of a good education.

What seems to us, however, the most important consideration, connected with these lists, is that such notable results have been attained with such scanty materials. It will be seen later on in our Report that the three Queen's Colleges, taken together, are educating somewhat less than one-third of the students in Arts now pursuing their Academical career under the Royal University; and that the two Colleges of Cork and Galway, taken together, are educating less than one-tenth of these students. Now when the success recorded in these lists has been attained with so small a fraction of the Academical youth of this country, what splendid results might not be achieved if equal opportunities of Collegiate education were provided by the State, in a manner available to the great bulk of the population.

Infra pp. 101–2.

Standard of Education in the Faculty of Medicine.

Hitherto we have considered the standard of education, in the Queen's Colleges, chiefly with respect to the Faculty of Arts. And we have dwelt on this branch of our subject at considerable length: partly because we hold, with a great statesman and scholar, that a University College, considered as a centre of higher culture, must be judged mainly by its success in the Faculty of Arts*; and partly because, in the case of the Queen's Colleges, the greater part of the general endowment, and more than two-thirds of the fund for Scholarships, are expended on this Faculty. We will now briefly set forth our views with respect to the standard of education maintained in the Faculty of Medicine.

This subject may be considered under two Heads: First, the standard of Liberal education, and Secondly, the standard of Professional education. By liberal education we mean that kind of education which has for its primary object the cultivation of the mental faculties; and by professional education, that kind which has for its primary object the acquisition of some particular branch of knowledge, directly required for the practice of a profession. Speaking generally, we would say that a liberal education is obtained in the School of Arts; and a professional education, in the Schools of Medicine, Engineering, and Law.

(1.) *Standard of Liberal Education.*

Under the late Queen's University, the only test of an Arts education, required from medical students of the Queen's Colleges, was the Matriculation examination of each College, together with a subsequent examination in a modern language, and the elements of Natural Philosophy. Now whatever may be thought as to the sufficiency of such a test, for candidates who seek only a licence to practise medicine, we have no hesitation in saying that, in our opinion, it is altogether inadequate for those who seek the honour and prestige of a University Degree.

We are glad to be able to support our opinion, in this matter, by the professional authority of the Visitors, appointed in 1873, to report on the Medical Examinations of the Queen's University:—

"The Matriculation Examination," they say, "together with the subsequent examination in Modern Languages and Experimental Physics, are the only tests by which the general education of the candidates for the Degree of M.D., in this University, is ascertained. We have shown that the requirements for the Matriculation Examinations are exceedingly limited, and at two of the Colleges are, in some respects, little more than a farce. They are scarcely, at any of them, sufficient to insure that the successful candidates shall have had even a very moderate school education. . . . We need scarcely add that we regard them as no sufficient test of the preliminary or general knowledge which a man who writes M.D. after his name ought to possess." †

* "When we speak of University education as an instrument of the higher culture, we mean University education in Arts. Schools of law, schools of medicine, schools of engineering, and I know not how many other schools, are excellent things; but these are things totally distinct and different from what we understand by that University training which we look upon as the most powerful instrument for the formation of the mind. . . . And, Sir, when I speak of recognizing only students in Arts, I am not hazarding the opinion of an individual; I am giving utterance to a judgment which I know every University man will sustain." Speech of Mr. Gladstone, in the House of Commons, on University Education in Ireland, February 13th, 1873; Hansard, Third Series, Vol. ccxiv., p. 387.

† Reports of the Visitors of Examinations, deputed by the General Medical Council, 1883, pp. 203–4; published at the office of the General Medical Council, 315, Oxford-street, London, 1874.

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Since the Royal University has come into operation, no student is admitted to any examination in Medicine until he has passed, at least, the First University Examination in Arts. We are quite satisfied that the standard of education, required to pass this examination, is not higher than that which is reached very generally by the Senior Grade boys who come up to the examinations of the Intermediate Education Board. It seems to us, therefore, quite a moderate standard of general education, to require as a condition for a University Degree. That it is fairly within the reach of all well educated boys is quite clear from the evidence of Professor Jack, of Queen's College, Cork, a very competent and experienced witness. "If you look at the course," he says, "for the first examination for the Royal, it is a common school course which any well educated student would think two months ample to make up."

Evid. q. 3439.

Nevertheless, we have received a great deal of evidence, from the authorities of the Queen's Colleges, that this condition has acted as a barrier to a large number of their medical students, and has prevented them from coming up to the examinations of the Royal University. From this evidence we are forced to infer that a very low standard of general education must prevail among the medical students of the Queen's Colleges.

How far this regulation of the Royal University may operate, in the future, to prevent Queen's College students from seeking a Degree in Medicine, it would be premature, we think, to speculate. But, speaking of the country generally, we are confident there will be no lack of medical candidates quite ready to pass an examination which, as we have said, is quite within the reach of boys from the Intermediate schools. And as regards those students who may be unable or unwilling to comply with the prescribed condition, it should be remembered that they are not thereby debarred from the medical profession: they are only debarred from the honour and prestige of a University Degree. Such students are still perfectly free to pursue their studies in the Queen's Colleges, as heretofore; and though they will not be admitted to a Degree of the Royal University, they can enter the profession through the wider, if less honourable, portal which is offered by the licensing corporations.

We observe with regret, that our Colleagues, in their Report, have spoken unfavourably of the action of the Royal University, in exacting this preliminary examination in Arts as a necessary condition for a Medical Degree. In our opinion, the Regulations of the Royal University were not within the scope of our inquiry: we had no warrant to examine into the wisdom or unwisdom of these Regulations; and the evidence laid before us, on the subject, consisted in great measure of *ex-parte* statements made on behalf of the Queen's Colleges. But even as the evidence stands, we are strongly convinced that the course taken by the Senate of the Royal University was absolutely necessary, to uphold the status of its Medical Graduates. At all events, we sincerely trust that, on a question of a purely Academical nature, the Government will not seek to hamper the free action of that eminent body of men; and above all, that in a country abounding in every kind of talent, as Ireland is, they will not seek to degrade the character of its University Degrees, in order to bring them within the reach of those who, in the language of the President of Queen's College, Cork, "are ignorant of the ordinary instruments of thought, and badly prepared in every kind of school work."

(2.) *Standard of Professional Education.*

As regards the standard of professional education in the Medical Faculty, our views do not differ, very substantially, from those of our Colleagues. Speaking generally, we are satisfied that the theoretical teaching is good, in all the Colleges; that, in the department of Anatomy and Physiology, the teaching, in Belfast and Cork, is singularly thorough and efficient; and that the various Museums and Laboratories connected with the medical department, with the single exception of the Chemical Laboratory in Belfast, are remarkably well equipped and well arranged. In a word, so far as the work of the class room is concerned, the students have excellent opportunities of acquiring a satisfactory knowledge of their profession.

Evid. qq. 1483–85; 7476–77; 8529–30; 9025–27; 9410; 9656–98.

On the other hand, the resources for clinical instruction and hospital practice, also the facilities for acquiring a knowledge of practical surgery and morbid anatomy, are insufficient and unsatisfactory. The evidence goes to show that these deficiencies exist to some extent in all the Colleges: but they are more conspicuous in Cork than in Belfast; and far more conspicuous in Galway than in Cork. Galway, too, is eminently weak in the opportunities it affords for the study of practical midwifery, and the diseases of women and children.

We need not dwell on this part of the subject, as it is sufficiently dealt with in the Report of our Colleagues. We will only say that, as matters now stand, it would seem desirable that the medical students of Cork should spend, at least, one year of their course, and the medical students of Galway, two years of their course, in Dublin, to fit

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themselves properly for the practice of their profession. In thie opinion we are glad to find ourselves entirely in accord with the views of our Colleagues.

The Report made by the Visitors of the General Medical Council, in 1873, on the Medical Examinations of the Queen's University, was laid before us in evidence, and bas been cited in the Report of our Colleagues. But we do not think our Colleagues have brought out quite clearly the dietinction which ths Visitors make between the manner in which the examinations were conducted, and the manner in which ths students acquitted tbemselves, in their answering. Evid. qq. 2836–43. Report, pp. 33–4.

As to the mode in which the examinations were conducted, the Vieitors express themselves highly satisfied, though, it must be added, with somo important reeervations. "We were very much impressed," they say, "with ths general excellence and thoroughness of the examinations, so far as they went." In particular, with respsct to practical Anatomy, they etate that the examination "was certainly quite admirable in its thoroughness and completeness." And tbey conclude their Report with the words, "We feel bound to repeat that tbe examinatione which we witnessed were, within their scope, admirably well conducted and complete, and thoroughly honest." Report, p. 201. pp. 201–2. p 214.

On the other hand, tbe Visitors convey very explicitly tbat the examinations thus commended, "*so far as they went*," did not go far enougb; that they were, in certain branches, too limited in thsir scope, and somewhat superficial in their character. Thue, for sxample:—

"The Clinical Surgical Examination struck us with its excellence so far as it went; it appeared, however, on the whole, to be meagre. The Medical Clinical Examination was a *bona fide* examination, but struck us still more forcibly as being insufficient. The Practical Midwifery Examination was, within its limits, very good, but we scarcely thought it sufficiently extended or searching to justify the granting of a special Midwifery diploma in respect of it. The absence of all Practical Examination in Physiology, Chemistry, and Forensic Medicine, and the absence from the examination of any attempt to test candidates in their capacity to combine drugs in a prescription, and to write or even to read prescriptions in Latin, were very noticeable." Report, p. 202.

Again, tbey express themselvee rathsr strongly with respect to the examination in the Theory and Practice of Medicine:—

"As regards the other and more important subjects of examination for the M.D., it is certain that the Theory and Practice of Medicine holds quite a subordinate position among them; that this, which should constitute the very essence of an M.D. Examination, . . . has no more influence in determining the success or rejection of a candidate than has Anatomy, or Physiology, or Forensic Medicine. The examination, indeed, of the M.D. candidates, in Medicine (inclusive of Hygiene, Therapeutics, and Pathology,) seems to us utterly inadequate to test the fitness for a title which implies, or should imply, a very high degree of medical knowledge and skill. But when we consider the fact that candidates are only required to attend the medical practice of a Hospital containing 60 beds, of which probably 30 only are Medical, for a period of two years, without necessarily holding the office of Clinical Clerk, or taking any active part in the management and treatment of the patients, it would almost appeu that the Medical Examinations were reduced in stringency, and relative importance, in deference to the slender clinical experience of the expected candidates." Report, p. 205.

From these passages it is clear that the Visitors, while they found soms things to commend in the manner of conducting the medical examinations of tbe Queen's University, found also much which they could not approvs. But when they pass from the Examiners to the Candidates, they eeem to leave aside altogether the languags of commsndation:—

"As regards the candidates themselves, their average quality seemed to be decidedly low. Our means of forming an independent opinion were not perhaps unexceptionable. The large proportion of failures to pass in both Examinations, however, and the general lowness of the marks obtained by even the successful candidates, strongly confirm this opinion. The lowness of the marks given, as a rule, in respect of the examination in Experimental Physics, also seems to indicate a very unsatisfactory acquaintance with subjects, some of which a mere schoolboy training should have enabled candidates to tackle. The *viva voce* examination in this subject, limited to the four questions which have been previously quoted, was exceedingly simple, yet few of those whose examinations we heard answered them correctly; and some of the candidates seemed to have no glimmering of their meaning . . . The many failures, and (with one exception) the invariably low marks obtained by the successful candidates for the Midwifery diploma, fully established the correctness of the opinion we had ourselves formed from being present at the examination, of the lamentable want of knowledge and experience of Midwifery which the great majority of the candidates possessed. With the practical knowledge displayed in the Clinical, Medical, and Surgical Examinations we were better pleased; bnt, as we have pointed out, these examinations were somewhat superficial, and had they been as searching as those in Anatomy, might possibly have been attended with similarly disastrous results. It will of course be understood that we are not for a moment contending that the total number of candidates did not contain a certain number of exceedingly good men, or even that those who were allowed to pass were in any degree undeserving of their success, or that the examinations were not sufficiently stringent to insure the rejection of all who merited rejection." Report, pp. 202–3.

It may be thought, perhaps, that these opinions, published by the authority of the General Medical Council, eleven years ago, are hardly pertinent to the inquiry before us, which is concerned rather with the condition of the Queen's Collsges at ths present

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time. But we have felt it our duty to notice them for the following reasons. First, the Report of the Visitors of the General Medical Council was put forward in evidence, as containing "a very high eulogium" on the medical examinations of the Queen's University; and the complimentary passages were quoted, while the unfavourable strictures were, not unnaturally, omitted. It seemed to us, therefore, desirable to point out in what sense the eulogium was pronounced by the Visitors, and what were the limitations attached to it.

Evid. qq. 2836–43.

Again, it will be observed that some of the defects, commented on by the Visitors, correspond with the defects we have ourselves noticed in the present medical education of the Queen's Colleges. Other defects, we are happy to say, especially those connected with the manner of conducting the examinations, were to some extent corrected in the time of the late Queen's University; and they have altogether disappeared under the Regulations of the Royal University.

Lastly, it struck us as remarkable that while the Visitors commend, with a certain reserve, the manner in which the examinations were conducted, they pronounce unequivocally that the "average quality" of the candidates examined was "decidedly low:" and it does not appear, from the evidence before us, that the answering of the Queen's College students, speaking generally, has improved since the date of their Report. In one respect, indeed, that is, in the department of Midwifery, our attention has been called to a marked improvement in Queen's College, Cork. But, on the other hand, we observe that one of the chief grounds assigned by the Visitors for the opinion they had formed, was the large proportion of students who failed to pass the examinations. Now we find, from a careful study of the returns furnished to us by the Royal University, that the proportion of failures, in the case of Queen's College students, to pass the University examinations in Medicine, was greater in 1883 than it was in 1873, when the Visitors held their investigation.*

Report, p. 202.

Evid. qq. 3079–3104.

At the same time, we wish to express our opinion that the low quality of the answering which the Visitors complained of, and the large proportion of failures to pass, ought not to be ascribed to any lack of native talent on the part of the students. We feel confident that these unfavourable results are mainly due to the fact that a large number of students have hitherto been received into the Queen's Colleges, especially into Cork and Galway, on a very low standard of education, and have been launched into their professional studies, before their mental faculties were duly strengthened and matured by a sound course of school training.

The Faculties of Engineering and Law.

As regards the Faculty of Engineering we have received but little evidence. It is a very small Faculty in all the Colleges: and perhaps we shall best fulfil the object of our inquiry by setting forth briefly the number of students belonging to the Faculty, in each College, during the past year, and the number from each College who passed a University examination at the end of the year.

In Queen's College, Belfast, there were 7 University students, in the Faculty of Engineering, and one student who was not matriculated in the University. Of the 7 University students, one was reading the First year's course, 3 the Second year's course, and 3 the Third year's course: and 5 out of the 7 passed a University examination in October, 1884.

App. III. pp. 366–7.

R. U. Lists, 1884.

In Queen's College, Cork, there were 13 University students, in the Faculty of Engineering, and 6 who were not University students. The 13 University students were thus distributed: 4 were reading the First year's course, 4 the Second year's course, and 5 the Third year's course. Of the whole 13, only 4 passed an examination in Engineering, at the annual University Examinations, in October, 1884.

App. III. p. 389.

R. U. Lists, 1884.

In Queen's College, Galway, there were only 3 University students reading, in the Faculty of Engineering, during the past year, and 2 students who were not University students. One of the University students was reading the First year's Course; the remaining two were reading the Third year's Course. All three passed their respective University Examinations at the end of the year.

App. III. p. 401.

R. U. Lists, 1884.

* Compare the figures given by the Visitors, in their Report, pp. 189, 193, with those given in the Return of the Royal University for 1883, and corrected by the authorities of the Queen's Colleges; Appendix III., p. 414.

[Table.

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FACULTY OF ENGINEERING.

—	Number of University Students in 1883-84.				Passed Examination in 1884.
	I. Year.	II. Year.	III. Year.	Total.	
Queen's College, Belfast, . . .	1	3	3	7	5
Queen's College, Cork, ...	4	4	5	13	4
Queen's College, Galway, . .	1	0	2	3	3
Total, . . .	6	7	10	23	12

Thus it appears that Cork has the largest Engineering School of the three Queen's Colleges: but it is remarkable that, of the 13 University students who were returned to us by the College authorities, as reading in the Faculty last year, only 4 passed a University examination at the end of the year. Belfast has a much smaller school: but it has passed more candidates than Cork; 5 out of its 7 University students appearing on the Royal University Lists in October, 1884. Galway has the smallest school of all; in fact, its Engineering Faculty, with 3 University students, can hardly be called a school. But, in a certain sense it was the most successful, last year: all its three students passed their examination.

The Faculty of Law, like that of Engineering, is very small in all the Colleges. In Belfast, the total number of University students returned to us, as reading any course of Law, during the past year, was 10: and of these 10, it appears, from the official Lists of the Royal University, that 2 passed a University examination at the end of the year. Besides these 10 University students, Belfast had also 8 non-University students, each of whom attended two classes in the Faculty of Law during the past year. App. III. p. 366. R. U. Lists, 1884. App III. p. 367.

In Queen's College, Cork, there were 4 students of the Royal University, and 3 other students, reading the course for the Degree of LL.B., during the past year: but no student from Cork appears on the official Lists of the Royal University, as having passed a Law examination, in 1884. App. III. p. 388. R. U. Lists, 1884.

In Queen's College, Galway, there were also 4 students of the Royal University, during the past year, and 3 not matriculated in the Royal University, reading the course for the Degree of LL.B.; and it appears from the Royal University Lists that one of these students passed his examination in October, 1884. Appendix III., p. 401. R. U. Lists, 1884.

FACULTY OF LAW.

—	Number of University Students in 1883-84.			Passed Examination in 1884.
	Course for LL.B.	Course for LL.D.	Total.	
Queen's College, Belfast, . . .	9	1	10	2
Queen's College, Cork, . . .	4	0	4	0
Queen's College, Galway, . .	4	0	4	1
Total, . . .	17	1	18	3

It appears, then, that during the past Academical year, there were, in the three Queen's Colleges, taken together, 18 students of the Royal University reading some course of Law; but of these 18 students only 3 passed a University examination in Law, at the end of the year. Judged by these facts the Faculty of Law, in the Queen's Colleges can hardly be regarded as flourishing.

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II.—SECOND HEAD OF INQUIRY.

"IN WHAT MODE HONOURS AND REWARDS ARE DISTRIBUTED IN THE SAID COLLEGES RESPECTIVELY AMONG THE STUDENTS HAVING REGARD TO THEIR NUMBERS, AND THE VARIOUS BRANCHES OF LEARNING TAUGHT IN THE SAID COLLEGES."

On the Second Head of our Inquiry we have not much to say. The facts are sufficiently set forth in the Report of our Colleagues. We would only express our opinion, that so long as the public endowments for Collegiate Scholarships and Prizes are exclusively confined to the Queen's Colleges, while all other Colleges, whatever their Academical success may be, are simply left to starve, it is a matter of small importance how these Scholarships and Prizes are distributed among the students of the Queen's Colleges.

Infra, pp. 100–02. Our meaning will be best understood by an illustration. It will be shown, under the next Head of our Inquiry, that, during the past Academical year, the Queen's Colleges of Cork and Galway, taken together, educated less than one-tenth of the Undergraduates in Arts who passed the examinations of the Royal University: and yet these two Colleges receive *two-thirds* of all the endowments, provided by the State, for Collegiate Scholarships and Prizes in connexion with the Royal University.

Again, looking at the matter from another point of view, we find that University College and Blackrock College, which receive no share of the Collegiate Scholarships and Prizes provided by the State, educated, between them, during the past year, 97 Undergraduates in Arts who passed the examinations of the Royal University; while Queen's College, Cork, and Queen's College, Galway, educated, between them, only 56. Moreover, the 97 Undergraduates who came up from University College and Blackrock College gained 117 University Honours and 25 University Exhibitions; whereas the 56 Queen's College students gained only 26 University Honours and 3 University Exhibitions.

Infra, ib.

We find, in fact, that in these two Queen's Colleges, where the students are scanty in number, and poor in Academical distinction, the Collegiate Scholarships provided by the State, in the Faculty of Arts, are almost as numerous as the students; whereas, in the other Colleges referred to, where the students are more numerous, and far more distinguished in their University career, the State provides no Scholarships at all. So long as this inequality continues to exist, in the distribution of Collegiate Rewards between the several Colleges working under the Royal University, it seems to us a question of comparatively trifling importance, how these Rewards are distributed between the students of the favoured Colleges.

Evid. qq. 2033–43; 3502; 4888–4900.

III.—THIRD HEAD OF INQUIRY.

"TO WHAT EXTENT, AND WITH WHAT RESULTS, THE STUDENTS AVAIL THEMSELVES OF THE ADVANTAGES OFFERED BY THE ROYAL UNIVERSITY OF IRELAND."

The advantages offered by the Royal University are two-fold: First, the opportunity of proceeding to Degrees, in the several Faculties, by passing the University examinations; and Secondly, the opportunity of gaining University Honours and Prizes. We will consider these advantages under separate heads.

To what extent the Queen's College Students pass the Examinations of the Royal University.

App. III. pp. 410–14. As regards the first head, we have obtained from the Secretaries of the Royal University a very complete Return, for the year 1883. By a reference to this Return, it will be seen how many students, from each of the Queen's Colleges, presented them

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selves at each of the examinations of the Royal University in 1883, and how many passed; also, how many presented themselves for Degrees, in each of the Faculties, and how many passed.

It is to be remembered, however, that when the Queen's University was dissolved, in February, 1882, all the students of that University became, by Act of Parliament, students of the Royal University, and retained the same Academical standing they had previously enjoyed. These students naturally continued their studies, under the Royal University, as they would have done under the Queen's; and they constitute a very large proportion of those who came up for examination in 1883. In these circumstances, we thought it important, with a view to the subject of our inquiry, to consider apart the case of those Queen's College students who commenced their career since the Royal University came into actual operation; and to see what proportion they bear to the total number of students now proceeding to Degrees. 42 43 Vic. cap. 65, § 11.

The Royal University held its first Matriculation Examination in December, 1881; and the students who commenced their University career, at that time, could only have reached the stage of their Second University Examination in Arts, in the autumn of 1883. Now the total number that passed that examination was 156. Of these, the number that came from Queen's College, Belfast, was 38, or 24·4 per cent; from Queen's College, Galway, 11, and from Queen's College, Cork, 11, or about 7 per cent each. The remaining 96, or 61·5 per cent of the whole, came up from other Colleges, or were prepared by private study. App. III. p. 414.

In considering the significance of these figures, we should bear in mind that the number coming up from the Queen's Colleges includes candidates who may have matriculated in the Queen's University prior to 1881, and who, for any reason, had lost a year of their course: whereas the number coming up from other Colleges, and from private tuition, includes those only who matriculated in 1881, and proceeded to this examination, without loss of a year.

Next comes the First University Examination in 1883. And here, for the first time, we are dealing with students who all entered the Royal University, under the same conditions. At the close of the year 1881, the late Queen's University and the Royal University were, for a brief period, in actual operation side by side. During that period, it was possible to enter the Royal University, either by passing the entrance examination of a Queen's College, or by passing the Matriculation Examination of the University itself. As a fact, the great majority of the Queen's College students elected the former alternative, and did not present themselves for the Matriculation Examination of the Royal University. Thus, though they entered on their University career when the Royal University was in operation, they did not enter by the gate of the Royal University; they entered by the gate of the College matriculation.

But in October, 1882, the Queen's University had ceased to exist: and it was no longer possible, for any class of students, to enter the Royal University, except by passing the Matriculation Examination prescribed by the University Senate. Candidates matriculating in October, 1882, would naturally come up for their First University Examination, in the autumn of 1883. And therefore, strictly speaking, this is the first exact test we have, as regards the extent to which Queen's College students are proceeding to Degrees, under the Royal University. It may be observed, too, that this test is the more complete inasmuch as the First University Examination is required, as a necessary condition, not only for Degrees in Arts, but also for Degrees in every other Faculty.

Now the total number of students who passed this examination, in 1883, was 271. Of that number, Queen's College, Belfast sent up 53, or 19·5 per cent; Queen's College, Galway, 9, or 3·3 per cent; and Queen's College, Cork, 6, or 2·2 per cent: while the number sent up by other Colleges, or coming from private tuition, was 203, or about 75 per cent. It will be seen, then, that, at this examination, which is the portal through which all must pass who seek for Degrees in the Royal University, the three Queen's Colleges, taken together, furnished only 25 per cent, while Cork and Galway, taken together, furnished only 5·5 per cent, of the whole number that passed. App. III. p. 414.

So far we have considered separately the First and Second Examination in Arts, held by the Royal University in 1883. If we now combine these two examinations together, we shall get the best estimate that could be formed, at the time our Inquiry was held, as to the share which the Queen's Colleges have in educating the students of the Royal University.

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TABLE showing the number of STUDENTS who passed the FIRST and SECOND UNIVERSITY EXAMINATIONS in ARTS, in 1883, and where they came from.*

1883.	Queen's College, Belfast.	Queen's College, Galway.	Queen's College, Cork.	Other Colleges and Private Tuitions	Total.
I. University Examination, . . .	53	9	6	203	271
II. University Examination, . . .	38	11	11	96	156
Total, . . .	91	20	17	299	427

From this Table it appears that the number of students altogether, who passed the two Examinations, was 427. Of these 427 students, Queen's College, Belfast, contributed 91, or 21·3 per cent; Queen's College, Galway, contributed 20, or 4·7 per cent; Queen's College, Cork, contributed 17, or 4 per cent.; while other Colleges and private tuition contributed the large proportion of 299, or 70 per cent. With these figures before us, we could not help asking how it happened that so few of the students of the Royal University availed themselves of the favourable opportunities for collegiate education afforded by the Queen's Colleges. In reply to this question we were informed that a very large proportion of the Royal University students were prevented from going to these institutions by conscientious objections. This statement seemed to us to raise a question of extreme importance, as regards the public endowments for University education in Ireland. But the Commission was of opinion that, under the limited terms of our appointment, it was not competent for us to pursue the inquiry further.

Ex. gr. Evid. qq. 1805, 8472.

TO WHAT EXTENT THE QUEEN'S COLLEGE STUDENTS GAIN THE ACADEMICAL DISTINCTIONS OF THE ROYAL UNIVERSITY.

Passing now to the second branch of our subject, we proceed to consider to what extent the students of the Queen's Colleges have gained Academical distinctions under the Royal University. In this inquiry it is important to distinguish between those examinations of the Royal University which, from the circumstances of the case, were practically limited to the students of the Queen's Colleges, and those which were open to other students. We will confine ourselves to the Faculty of Arts, in which the great bulk of the Honours and Exhibitions are awarded.

In this Faculty the Undergraduate examinations practically limited to Queen's College students, were the Second University Examination in 1882, the B.A. Examination in 1882, and the B.A. Examination in 1883. On the other hand, the examinations open to other students were, the First University Examination in 1882, the First University Examination in 1883, and the Second University Examination in 1883. The following Tables, which have been carefully compiled from official information furnished to us, will show how the Honours and Exhibitions awarded by the Royal University, at these several examinations, have been distributed.

TABLE 1.—Showing how the HONOURS and EXHIBITIONS of the Royal University were distributed at those Examinations in ARTS which were confined to the Students of the Queen's Colleges.†

—	Number of Students Passed.	Number of Honours awarded				Number of Exhibitions awarded			
		Queen's College, Belfast.	Queen's College, Galway.	Queen's College, Cork.	Total.	Queen's College, Belfast.	Queen's College, Galway.	Queen's College, Cork.	Total.
II. University Examination, 1882.	53	25	15	4	42	4	2	0	6
B.A Examination, 1882,‡ .	46	8	2	0	16	4	0	1	5
B.A. Examination, 1883,‡ .	58	18	6	1	25	6	0	0	6
	157	51	21	11	83	14	2	1	17

* This Table is made up from a Return of the Royal University, corrected by the authorities of the Queen's Colleges; see Appendix III., p. 414.

† This Table is made up from the Calendar of the Royal University for 1883, pp. 164–70; and for 1884, pp. 239–40.

‡ It should be observed that, at the B.A. Examination, a candidate cannot gain Honours in *each separate subject* of the examination, but only in the *group of subjects* which he presents for his Degree: therefore the number of Honours awarded is generally the same as the number of students who gain them. It is not so at the other examinations. A candidate may present himself for Honours in *each separate subject* of the examination: and consequently, the number of Honours gained is usually greater than the number of students to whom they are awarded.

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TABLE 2.—Showing how the HONOURS and EXHIBITIONS of the Royal University were distributed at those Examinations in ARTS which were open to Students from other Colleges, and to Students prepared by Private Tuition.*

—	No. of Students Passed	Number of Honours Awarded.					Number of Exhibitions Awarded.				
		Queen's College, Belfast.	Queen's College, Galway.	Queen's College, Cork.	Other Colleges and Private Tuition.	Total.	Queen's College Belfast.	Queen's College Galway.	Queen's College Cork.	Other Colleges and Private Tuition.	Total.
I. University Examination, 1882.	139	2	0	2	60	64	1	0	1	10	12
I. University Examination, 1883.	271	16	0	1	92	109	4	0	0	15	19
II. University Examination, 1883.	156	15	7	3	55	80	3	1	0	7	11
	566	33	7	6	207	253	8	1	1	32	42

A study of these Tables will suggest some interesting considerations bearing on the subject of our inquiry. First, from Table 1 it appears that the Queen's College students were fairly successful in gaining Academical distinctions at those examinations of the Royal University in which there was no competition with other Colleges. Taking Honours and Exhibitions together we find that exactly 100 were awarded to 157 students who passed the examinations. Of these, Belfast gained 65, Galway 23, and Cork 12.

But, when we turn to those examinations in which students from other Colleges were admitted to the competition, we find that the success of the Queen's College students was very remarkably diminished. It will be seen, from Table 2, that the total number of Honours and Exhibitions awarded by the Royal University, at the examinations open to general competition, was 295. Of these 295 Academical distinctions, the number gained by Queen's College, Belfast, was 41, or 14 per cent; by Queen's College, Galway, 8, or 2·7 per cent; and by Queen's College, Cork, 7, or 2·4 per cent: while the large number of 239, or about 81 per cent, went to students from other Colleges, and students prepared by private tuition.

We may notice here a view put forward in the Report of our Colleagues, which might possibly lead to some misconception on this subject. It is stated that, at the First University Examination in Arts, in 1883, the Queen's Colleges gained 4 Exhibitions among 61 students who passed the examination, or one Exhibition to every 15 students. On the other hand, the number of "outside" students who passed the examination was 210, and they gained among them 15 Exhibitions, which gives one Exhibition to every 14 students. Report, p. 20.

This statement is substantially† correct: but it seems to suggest the inference that the students of the Queen's Colleges, taken generally, were about as successful in gaining Exhibitions, at this examination, as students from "outside." Now this inference would be right as regards Belfast, but altogether wrong as regards Cork and Galway. A glance at our Table will show that while students from "outside" gained 15 Exhibitions, and Queen's College, Belfast, gained 4, the Colleges of Galway and Cork did not gain a single Exhibition between them.

A similar statement is made with regard to the Second University Examination, in the same year. Eleven Exhibitions were awarded, of which the Queen's Colleges gained 4, and students from "outside" gained 7. The number of students that passed the examination, from the Queen's Colleges was 60, and the number from "outside" was 96: so that one in every 15 students from the Queen's Colleges gained an Exhibition, and one in every 14 from other institutions, and from private study. This is literally true: but when we look at the matter a little more closely, we find that the facts are favourable to Galway, and unfavourable to Cork. Queen's College, Galway, gained one Exhibition among 11 students, and Queen's College, Cork, gained none. *Ib. ib.*

Perhaps the fairest way of making the estimate is to take the two examinations together. Queen's College, Galway, passed 9 students at the First University Examination and 11 students at the Second: and among these 20 students, there was one who gained an Exhibition;—one Exhibition to 20 students. Queen's College, Cork, passed

* This Table has been prepared from the following sources of information, officially supplied to us:—(*a.*) Royal University Calendar for 1883, pp. 156–64, and for 1884, pp. 222–7, 234–8. (*b.*) A Return of the Royal University, corrected by the authorities of the Queen's Colleges; see Appendix III., p. 414.

† It is not strictly correct: because the figures given by our Colleagues are taken from the *uncorrected* Return of the Royal University; whereas the figures given in our Tables are taken from the same Return after it had been corrected by the authorities of the Queen's Colleges. The difference, however, is trifling, and does not affect the substantial accuracy of the statement made by our Colleagues. See the two Returns in Appendix III., pp. 411, 414.

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6 students at the First University Examination, and 11 nt the Second: and among these 17 students there was none who gained an Exhibition;—no Exhibition to 17 students. Taking the two Colleges conjointly, we find that, at the two examinations, 37 students passed, and one gained an Exhibition;—one Exhibition to 37 students.

There is another consideration, connected with this subject, which seems to have been overlooked by our Colleagues. They compare the students of the Queen's Colleges, not with the students of other Colleges, but with the students of *all other educational institutions, together with those prepared by private tuition.* Now it is well known that students who come up from small establishments, and those who are prepared by private tuition, are comparatively unsuccessful in gaining Academical distinctions. Such students have not had the benefit of collegiate training, and they come up to the University Examinations, in many respects, under great disadvantages. If we wanted to estimate the success of Queen's College students, by means of such a comparison as our Colleagues have instituted, we should think it fairer to compare them, not with all other students, but with students who come up to the examinations from other important Colleges.

For this purpose, we would select University College, St. Stephen's-green, and the College at Blackrock, in the county of Dublin, known by the name of the French College. University College has no public endowment, but it has attached to its teaching staff some of the Fellows and Examiners of the Royal University. Blackrock College has no endowment, and has no advantage from the teaching of the Fellows or Examiners of the Royal University. With a view to make the comparison as complete as possible, we will set down both the Exhibitions and the Honours gained, by these Colleges, nt the two examinations referred to by our Colleagues; and we will set down also the Exhibitions and the Honours gained, at the same examinations, by each of the three Queen's Colleges.

TABLE showing the HONOURS and EXHIBITIONS gained by UNIVERSITY COLLEGE and BLACKROCK COLLEGE, at the open EXAMINATIONS in ARTS of the ROYAL UNIVERSITY, in 1883, as compared with those gained by the Queen's Colleges.*

	I. University Examination.			II. University Examination.			Total.		
	Passed.	Honours.	Exhibs.	Passed.	Honours.	Exhibs.	Passed.	Honours.	Exhibs.
Queen's College, Belfast, ...	53	16	4	38	15	3	91	31	7
Queen's College, Galway, . . .	9	6	0	11	7	1	20	7	1
Queen's College, Cork, ...	6	1	0	11	3	0	17	4	0
University College and St. Ignatius College.†	38	28	6	8	4	0	46	32	6
Blackrock College, ...	13	12	3	14	11	1	27	23	4

From this Table it will be seen that the success of the two unendowed Colleges, in proportion to their numbers, was not only far beyond that of Cork and Galway, but far beyond that of Belfast. Taking Exhibitions alone, we find that Cork had no Exhibition among 17 students; Galway had one Exhibition among 20 students; Belfast had 7 among 91, or one Exhibition to every 13 students; while University College had 6 among 46, or one to every 8; and Blackrock College had 4 among 27, or one to every 7. Again, if we take Honours alone, Cork has 4 among 17 students, or one in 4; Galway has 7 among 20 students, or one in 3; Belfast has 31 among 91 students, which is also one in 3; University College has 32 among 46, which is about 2 to every 3 students; and Blackrock has 23 among 27, which is about 4 to every 5 students.

There is yet another test, suggested by this comparison, which may help us to estimate the success of the Queen's Colleges, as compared with one another, and also as compared with the unendowed Colleges. The Scholarships of the Royal University, which are awarded each year in the mouth of January, are worth £50 a year, for three years. They are open to competition among all students of the First Year, who at the previous Matriculation Examination, gained Honours in the subjects of the Scholarships respectively. Six are awarded each year;—two in Classics, two in Mathematics, and two in Modern Languages. Of the 18 Scholarships awarded up to the close of 1884, Queen's College, Galway, and Queen's College, Cork, gained none; Queen's College, Belfast, gained 3; University College, 4; and Blackrock College, 5. The remaining

* This Table is made up from the Calendar of the Royal University for 1884, pp. 214–38. So far as regards the number of students that passed, from each of the Queen's Colleges, the figures are taken from a Return of the Royal University, corrected by the authorities of the Queen's Colleges; see Appendix III., p. 414.

† University College and St. Ignatius' College were at first distinct and independent institutions: but they have been united into one College, under the name of University College, since October, 1883; see Appendix III., p. 511, note.

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six went to students from other institutions, or to students prepared by private tuition.

In pursuing this investigation we were greatly struck with the long list of high Academical distinctions attained, under the Royal University, by the students of Blackrock College: and we naturally inquired into the cause of so remarkable a success. The explanation offered to us is brief and simple. The College has been established in connexion with a large and successful Intermediate school; and the boys of the school are not allowed to pass into the University College until they have completed a full course of school education. Thus their faculties are matured, and their minds fairly stored with knowledge, before they enter the University; whatever talents they have are turned to the best account: and the consequence is that, in the competitions of the University, they have achieved a very remarkable success. Evid. qq. 8090–93.

A striking illustration of this system was brought under our notice. In the published Tables of the Intermediate Education Board, for 1883, the following are the first five names, in the order of merit, in the Senior Grade:— Evid. qq. 8062–79.

1. Henry C. M'Weeney, Catholic University High School.
2. Gerald H. Fitzmauriee, French College, Blackrock.
3. Charles Drongoole, French College, Blackrock.
4. Edward T. Bannan, French College, Blackrock.
5. Edmund Pariset, French College, Blackrock.

As all the leading Intermediate Schools of Ireland send up their pupils to these examinations, it may be fairly presumed that these five boys were about the five best scholars that the Irish schools produced in that year. The first on the list entered the Royal University, in 1883, gaining Honours and an Exhibition at matriculation, and is now pursuing his course in University College. The remaining four, it will be observed, are all from the Intermediate school connected with Blackrock College. Three of them entered the Royal University in October, 1883, and all three, at their matriculation, gained exhibitions, together with Honours in various subjects. The fourth, Gerald H. Fitzmaurice, whose name stands highest on the list, was advised by his masters not to enter the Royal University at once, but to spend another year in further preparation. Accordingly he came up for matriculation in 1884, and gained a First Class Exhibition, with high Honours in Greek and Latin.* These facts we were told illustrate the system by which Blackrock College has achieved so great a success at the examinations of the Royal University. Evid. qq. 8068–71. *Infra*, pp. 96–7.

Explanations offered on behalf of the Queen's Colleges.

We should not omit to notice that some considerations were brought before us on behalf of the Queen's Colleges, with a view to explain how it was that their students gained so small a proportion of Academical distinctions under the Royal University.

1. *The Examinations of the Royal University not a good test of education.*

It was suggested by one or two witnesses that the examinations of the Royal University are not a good test of the education which a student has received. We found, however, that the Board of Examiners of the Royal University is largely composed of professors selected from the Queen's Colleges, with a special view to their great eminence and large experience in conducting examinations. This fact seems to us, in itself, a guarantee that the examinations are conducted with ability and efficiency. Moreover several of the professors themselves, who came before us, appealed to the results of the Royal University examinations, as a proof of the proficiency which their students had attained, and bore testimony to the excellent manner in which the examinations are conducted; expressing at the same time, their belief that, speaking generally, the best men get the highest places. *Ex. gr.* Evid. qq. 329–30. *Ex. gr.* Evid. qq. 861–65; 1400–4; 2836; 6258–62. qq. 231–4.

We may add, that the authorities of the Queen's Colleges are all unanimous in appealing to the examinations conducted by "other Universities and examining Boards," as a test of the education given in the Colleges; and we can see no reason why the examinations of the Royal University alone are to have no value for such a purpose. Moreover, it should be remembered that the Queen's Colleges are largely represented on the Board of Examiners of the Royal University; whereas most of the Colleges with which they had to compete had no advantage of this kind. Thus, for example, the students of Blackrock College, and of St. Malachy's College, Belfast, gained a large *Supra* pp. 77–9. Also Evid. qq. 134, 2119, 1939.

* As our Report is going to Press (February, 1885), we learn that he has just been awarded the First Classical Scholarship in the Royal University, for the present year.

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Evid. qq. 7056–69; 7125–26; 8098–8102.

number of Honours and Exhibitions; and yet neither of these Colleges had a single representative on the Board of Examiners. This point was pressed strongly upon us by some of the witnesses, who think that such students are placed at a very unfair disadvantage in the competition for Academical distinctions.

(2.) *The Queen's Colleges have passed through a period of disturbance.*

Evid *passim.*

Again, it was urged upon us that the Queen's Colleges have just passed through a period of disturbance, owing to the dissolution of the Queen's University, and the erection of the Royal University in its stead. This disturbance has caused a certain amount of disorganization in the Academical work of the Colleges; changes had to be made in the courses of study, to meet the requirements of the new University; and students could not, all at once, realize the full significance of the new Regulations.

We are not disposed to underrate the practical difficulties that must have arisen from these disturbing influences. But we are quite sure that difficulties of this kind did not exist for the Queen's Colleges alone. Other Colleges that sent up their students to the Royal University examinations, must have had difficulties no less serious to encounter. If the Queen's Colleges had to *modify*, in some respects, their system of University teaching, in order to fit themselves to the new order of things, other Colleges had, in many cases, to *create* a system of University teaching. And when we remember the long array of eminent professors whom it was our privilege to meet, at each of the Queen's Colleges, when we remember their stately buildings, their well stocked libraries, their admirably equipped museums and laboratories, all provided at the cost of the State, we find it difficult to believe that they were placed at any real disadvantage, in competition with those Colleges which are left entirely to their own resources for all the means and appliances of education.

p. 61.

On this point we find ourselves completely at issue with our Colleagues. They say in their Report, that the students of the Queen's Colleges "have been in a state of disturbance which has made the evidence, collected from the results of two years, practically worthless as a basis of serious inference." With all respect, we venture emphatically to express our dissent from this opinion. The "disturbance," which has been so much complained of, consisted in nothing more than the publication of a new Programme of Examinations, which differed, in some respects, from the Programme of the late Queen's University. But if this Programme was, in some respects, new to the students of the Queen's Colleges, it was altogether new to all other students: if it involved a disturbance of existing arrangements, for the Queen's Colleges, it involved a revolution of existing arrangements for the Colleges with which they had to compete.

It should be remembered, too, that this "disturbance" was made as gentle as possible for Queen's College students. All other students had to bear the full brunt of the change, from the outset: but the students of the Queen's Colleges, by a special privilege, were allowed a period of grace, during which they might, if they chose, pursue their studies and pass their examinations, according to the Regulations of the Queen's University, to which they had been accustomed. Moreover, the Queen's College students had their own professors, in large numbers, on the Board of Examiners in the Royal University; whereas the great majority of the students with whom they had to compete had no such advantage. We would say, then, that the Queen's Colleges were, on the whole, advantageously circumstanced, as compared with other institutions, in the competition for Academical distinctions under the Royal University. And, therefore, in our opinion, there is no ground for the statement that the results of this competition, for a period of two years, "are practically worthless as a basis of serious inference."

We may add, that the Royal University has now furnished us with its Examination Lists, for 1884; and, therefore, we have the results of the competition, not for two years only, but for three. How far the Queen's College students have been successful in the third year of the competition, will be briefly considered in a Postscript appended to this section of our Report.

Infra, p. 100.

(3.) *Deduction made in the payment of Exhibitions and other Prizes to Queen's College Students.*

Report p. 62.

Our Colleagues, in their Report, refer to another circumstance which they think has had the effect of diminishing the number of Queen's College students who compete for Exhibitions and other Prizes, under the Royal University:—

"The rule under which students of the Queen's Colleges, obtaining Exhibitions or Scholarships in the Royal University, have the amounts to which they would otherwise have become entitled lessened by the value of any

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College Scholarship they may at the time hold, is under the authority of the Act establishing the Royal University. *Its natural effect is to diminish the competition* by Queen's College students for these prizes and rewards, and so far, to weaken any inferences which might be drawn from the results of these competitions as between outside students and the students of the Colleges."

The clause of the University Education Act of 1879, referred to in the above paragraph, runs as follows :—

"Provision shall be made that no student holding any Exhibition, Scholarship, Fellowship, or other similar Prize, in any other University or in any College attached to a University, or in any College endowed with public money, shall hold any of the said Exhibitions, Scholarships, Fellowships, or other Prizes, in the University to be created by the said charter, without taking the value of such previous Exhibition, Scholarship, Fellowship, or other similar Prize, into account." Act 42, 43. Vict. cap. 65, § 9, subsection 4.

It will be observed that this clause says nothing about University Honours, but is concerned only about the payment of Exhibitions and other money Prizes. Therefore the Queen's College students are not, in any way, impeded by this clause from gaining University Honours, nor even from gaining Exhibitions and Prizes. But in certain circumstances, defined by the Act, a deduction is to be made in the payment of such Prizes and Exhibitions.

When we come to consider what these circumstances are, we find that, whatever may have been the intention of those who framed the clause, its practical operation is very slight indeed. If a student holds a Scholarship in a Queen's College, *at the time he gains* an Exhibition in the Royal University, then the deduction is to be made : but if he *first* gains the Exhibition in the Royal University, and *afterwards* gains the Scholarship in a Queen's College, the clause gives no authority for making any deduction.

Let us now see how this system works in practice. The examinations of the Royal University are held, each year, in the months of September and October; and when these examinations are over, the Queen's Colleges hold their examinations for Scholarships. Hence a student may gain an Exhibition, at matriculation, in the Royal University, and then present himself for an Entrance Scholarship in any one of the Queen's Colleges; and if he succeeds, he is entitled to be paid both the Exhibition and the Scholarship in full. Again, if he gains an Exhibition of the Royal University, at the First University Examination, and immediately afterwards gains a Scholarship of the Second Year, in a Queen's College, he is entitled to be paid both in full. Once more, at the B.A. Examination of the Royal University, he may gain a First Class Exhibition of £50, or a Second Class Exhibition of £25, and then go straight back to his College, and gain a Senior Scholarship of £40 ; and both Scholarship and Exhibition will be paid in full. These facts have been fully elucidated in the evidence of the Rev. Dr. Porter, President of Queen's College, Belfast, and of Dr. Sullivan, President of Queen's College, Cork. Evid. qq. 71–83, 2070–91.

As regards Exhibitions, therefore, it would seem that the Queen's College student has not much cause of complaint against the Act of Parliament. There is, however, one point of his career where the clause in question becomes operative. The Junior Scholarships of the Second Year, in the Queen's Colleges, last for two years. Hence if a student who has gained one of these Scholarships comes up, in the next year, to an examination of the Royal University, and gains an Exhibition, the value of his Scholarship, at the time, will be deducted from the value of his Exhibition. This is the only case, in the whole Arts Course of a Queen's College student, in which a deduction is made, by the Royal University, from the value of an Exhibition, under the clause above quoted. Evid. qq. 82–3.

As regards the Scholarships of the Royal University, they are, as we have seen, the most valuable Prizes of the Undergraduate Course; being worth £50 a year for three years. They are awarded, each year, in the month of January or February, and therefore *after* the award of the Scholarships in the Queen's Colleges. Hence in the payment of a Royal University Scholarship, the value of a Queen's College Scholarship, held by the successful candidate, must be taken in account, according to the Act of Parliament. But even when this has been done, the Scholarship of the Royal University still remains a very valuable prize,—quite sufficient to stimulate the exertions of any student who has a chance of winning it. As a matter of fact the best students of Queen's College, Belfast, have competed for these Scholarships, and have competed successfully.

On a full review of the whole question, we see no reason to believe that the clause, under discussion, of the University Act of 1879, has had any very sensible effect in preventing Queen's College students from competing either for the Honours, or the Exhibitions, or the Scholarships of the Royal University.

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(4.) *Other Considerations of minor Detail.*

Another point was raised, with respect to the First University Examination, in 1883. It appears that the written part of the examination was held at local centres throughout the country; but those candidates who were recommended for Honours, on their written examination, were required to come up to Dublin, in order to be examined *viva voce*. This condition, no doubt, as it involved additional expense, must have prevented some students from seeking Honours, and may have prevented some from gaining Exhibitions. It should be observed, however, that the effect of this condition, in depriving students of Academical distinctions, was not limited to the Queen's Colleges. In point of fact, it would seem, from the official returns, that the Queen's College students suffered less than others; and that the two Colleges of Galway and Cork hardly suffered at all. We find, from the Royal University Calendar for 1884, that the total number of students who were recommended for Honours, on their written examination, and to whom Honours were afterwards not awarded, was 20. Of these 20 students, 8 belonged to Queen's College, Belfast, one to Queen's College, Galway, and none to Queen's College, Cork. The remaining 11 belonged to other institutions, or were prepared by private study.

pp. 227–28.

Again, as regards the First University Examination in 1882, it was brought under our notice that the Queen's College Students were exempted from this examination, by a special privilege; the sessional examination of each College being accepted in its stead. The position, therefore, of Queen's College students, with respect to this examination was peculiar: they were under no necessity of passing it; but they might present themselves, if they chose, and compete for Honours and Exhibitions. It will be seen from our Table that some, in fact, did present themselves, and were successful. Nevertheless, we can understand that some who might have been successful had they come up, may not have cared to prepare themselves for an examination which was no necessary part of their curriculum.

It was also pointed out that there are certain discrepancies, in matters of detail, between the examination for Honours in the Royal University, and the examination for Scholarships, at the corresponding stage of the course, in the Queen's Colleges. Hence a student, reading for a Scholarship in his College, may not always have the special preparation required for the Honour Course in the Royal University. This was pressed upon us more particularly, in the case of Cork, which does not seem to have brought its Programme so nearly into harmony with that of the Royal University as the other Colleges have done.

CONCLUSION ARRIVED AT AFTER CAREFUL CONSIDERATION OF THE ABOVE EXPLANATIONS.

All these considerations should, we think, be fully taken in account, and duly allowed for, in making any inference from the figures set forth in our Tables. Still the broad fact remains: that while Queen's College, Belfast, has been fairly successful in gaining Honours and Exhibitions, at the examinations of the Royal University, the Colleges of Cork and Galway have had but a scanty share in these Academical distinctions; especially at those examinations that were open to general competition. Opinions may differ as to the cause of this result. But having carefully considered the evidence before us, we have come to the conclusion that it is mainly due to the low standard of education that prevails among the students of these two Colleges.

Our conclusion seems to us the natural inference from the facts already brought forward in this Report. Under the First Head of Inquiry, we considered the standard of education maintained in the Queen's Colleges: and we found that it was good in Belfast; but that, in Cork and Galway, it was decidedly low. We have now seen these Colleges brought into competition with other institutions, at the examinations of the Royal University: and we find that the students from Belfast do well, while the students of Cork and Galway make but a poor appearance. It seems to us reasonable to ascribe the difference in the success achieved to the difference in the educational standing of the students. We will now consider the question from a somewhat different point of view.

When we look at the official lists of the Royal University, we find that the Honours and Prizes of the University are won by students who, before entering on their University career, have gone through a complete course of Intermediate education, with marked success. As a rule, these students have all obtained high places, in the Senior Grade, at the examinations of the Intermediate Education Board. Many of them have even interposed a year, after passing in the Senior Grade, to prepare for

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matriculation in the University. On the other hand, we have seen that a large proportion of the students of Galway and Cork enter these Colleges with a very imperfect school training. Even those who gain Scholarships, have in many cases, passed only in the Junior Grade of the Intermediate Examinations: and those who have passed in the Senior or Middle grade have rarely got high places. In a word, we believe that their educational standing, as a rule, is so far below that of the students who gain Academical distinctions in the Royal University that they have no chance in the competition. They must either shrink from the contest, or they must fail in it.

Supra, pp. 66–8, 70–1, 72–3.

As this question seemed to us of fundamental importance, with regard to the object of our inquiry, we thought it desirable to consider it with some degree of minuteness. For this purpose we have endeavoured to ascertain, as accurately as possible, the standard of education actually reached by the 30 students who gained Exhibitions of the Royal University, at matriculation, in October, 1883. The following Table sets out the roll of these Exhibitioners, together with the whole scholastic record of 26 among them, as published in the official lists of the Intermediate Education Board.

TABLE showing the SCHOLASTIC RECORD of the STUDENTS who gained EXHIBITIONS of the ROYAL UNIVERSITY at MATRICULATION in October, 1883.*

E. means an Exhibition; P means a Prize in Books, and the figure prefixed to the name of the Grade means the place obtained on the List, in the order of merit. Thus, 7 Sen. E. means that the Student got seventh place in the Senior Grade, and was awarded an Exhibition

, The full addresses are given for the purpose of identification.

Exhibitioners in the order of Merit.		Matric. R. U., 1883.	Intermediate Examinations.				
		Honours in	1883	1882.	1881.	1880.	1879.
I. CLASS.							
1. M'Glade, Charles,	St. Malachy's Coll., Belfast,	Lat., Gr, Eng, Math.,	—	7 Sen. E	32 Mid. E	48 Jun. E.	—
2. M'Weeny, Henry C.	Cath. Univ. High School,	Lat., Fr, Eng., Math., Exc. Physics.	1 Sen. E.	3 Mid. E.	3 Jun. E.	27 Jun E.	Pass Jun.
3. Johnston, Wm S	Acad. Institution, Belfast,	Lat., Gr., Eng.,	—	2 Sen. E.	3 Mid. E.	11 Jun. E	42 Jun. E.
4. Kelly, Patrick Jos.	French College, Blackrock,	Gr., Math.,	—	11 Sen. E	28 Mid. E	69 Jun E.	—
5. Wheeler, Geo H.	Methodist College, Belfast,	Lat., Gr, Math.,	—	29 Sen P.	60 Mid P.	89 Jun. E.	—
6. Farelly, Thomas J.	French College, Blackrock,	Lat., Gr, Eng,	—	17 Sen. P.	11 Mid. E.	38 Jun. E.	47 Jun. E.
7. Parisot, Edmond J	French College, Blackrock,	Lat., Fr., Eng.	5 Sen. E.	11 Mid E	2 Jun. E.	30 Jun. E	—
8 Lennox, Patrick J.	Carlow College,	Lat., Fr., Eng,	—	—	—	7 Sen. E	8 Mid. E
9. Greer, Arthur C.	Portora Royal School,	Lat., Gr.,	—	2 Sen. E	113 Mid. P.	131 Jun P	Pass Jun
10. Brown, George W	The Academy, Banbridge,	Lat., Gr,	—	56 Sen. P.	35 Mid P.	32 Jun E.	—
II. CLASS.							
11. M'Auley, Joseph,	St. Malachy's Coll., Belfast,	Fr., Eng, Math.,	23 Sen. P.	37 Mid. P.	13 Jun. E.	107 Jun. P	—
12 Dromgoole, Charles,	French College, Blackrock,	Gr, Eng,	3 Sen. E.	32 Sen. P.	29 Mid. E.	25 Jun. E	Pass Jun.
13. Bannan, Edward T.	French College, Blackrock,	Gr., Eng.,	4 Sen. E.	4 Mid. E.	2 Jun. E.	—	—
14 Heston, William E.	Private study,	Fr, Eng,	—	34 Sen. P.	132 Mid. P.	70 Jun. E.	—
15. Duggan, John V.	St. Francis Xavier's College,	Eng,	—	20 Sen. P.	52 Sen. P.	38 Mid. P	23 Jun E
16. Cotter, Garrett,	French College, Blackrock,	Gr.,	20 Sen. P.	3 Mid. E.	21 Jun. E.	184 Jun. P.	—
17 M'Donnell, Adam P.	Lurgan College,	Lat., Gr.,	—	—	—	—	—
18. Ledwith, Jos. M. S	St. Stanislaus' College,	Eng.,	22 Sen. P.	72 Mid. P.	33 Jun. E.	—	—
19. Wood, Richard H.	Diocesan College, Sligo,	Gr.,	38 Sen. P	39 Mid. P.	192 Jun. P	—	—
20 Pinkerton, Edm S.	Acad. Institution, Belfast,	Lat., Gr,	17 Sen. P.	44 Mid. P.	173 Jun. P.	—	—
21. Young, Edmund J.	Cath Univ. High School,	Lat.,	—	34 Sen. P.	41 Mid. E.	39 Mid. P.	36 Jun E
22 Cox, Samuel A.	High School, Harcourt-st.,	Math.,	29 Sen. P.	35 Mid. E.	227 Jun. P.	183 Jun. E.	Pass Jun.
23 O'Neill, John,	St. Ignatius' College,	Lat., Gr.,	—	—	—	—	—
24. Fitzgerald, Patk. J.	French College, Blackrock,	Eng.,	—	27 Sen. P.	39 Mid. E.	108 Jun. P.	—
25 Gillespie, Charles E	Intermed. Sch., Banbridge,	Lat., Gr.,	—	148 Sen.,	129 Mid.,	203 Jun P.	—
26. M'Kisack, Audley J.	Upper School, Holywood,	German,	—	—	—	—	—
27. Irwin, William,	Acad. Institution, Belfast,	Eng.,	93 Sen.,	130 Mid. P.	44 Jun. E.	133 Jun. P.	125 Jun P.
28. Kennedy, Patk. J. A.	French College, Blackrock,	Gr.,	41 Sen. P.	33 Mid. P.	127 Jun. E.	—	—
29. M'Nerney, John A.	Carmelite Coll., Terenure,	Fr.,	33 Sen. P.	70 Mid. P	13 Jun. E.	72 Jun. E.	Pass Jun.
30. O'Malley, John,	Mungret College, Limerick,	Lat., Gr.,	—	—	—	—	—

* This Table has been prepared from the Calendar of the Royal University for 1884, pp. 207–13; and from the Results of the Examinations held in 1879, 1880, 1881, 1882, and 1883, by the Intermediate Education Board; published for the Board by Ponsonby and Weldrick, Dublin.

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This Table seems to us deserving of close consideration. We content ourselves with the following notes upon it. First, it will be observed that we have here before us a complete scholastic record of all the students, with four exceptions, who gained exhibitions of the Royal University, at matriculation, in 1883. Secondly, we find that they have all passed through a full course of Intermediate education, and have gained high places, at each successive stage of their course. Thirdly, it appears that eight out of the ten students who got First Class Exhibitions had not only completed their Intermediate course, and passed with credit in the Senior Grade, but had taken an additional year, or more, to prepare for matriculation in the University. Lastly, it will be seen that, with hardly an exception, every one of these students gained either an Exhibition or a Prize at each one of his Intermediate examinations, for three years before he entered the University.

With these facts before us, we next examined the scholastic record, as far as we could trace it out, of the students who have gained Entrance Scholarships, in the Queen's Colleges, within the last four years. This examination was of necessity long and tedious. But at the conclusion at which we have arrived may be stated in a few words. We believe that the educational record of the Entrance Scholars in Belfast is fairly comparable with the educational record of the Entrance Exhibitioners in the Royal University; but that the educational record of the Entrance Scholars in Cork and Galway, as a rule, is so decidedly below that of the Entrance Exhibitioners in the Royal University, that all idea of competition between them is out of the question.

See *Examples*, Evid. qq. 8218–98; App. III. p. 487–502, 505–10.

There are exceptions to this rule, no doubt. We would notice, for example in Cork, the case of Mr. D. P. R. Smith, who matriculated in 1880, after having obtained fifth place in the Senior Grade at the Intermediate Examinations; also the case of Mr. W. P. Welply, who matriculated in 1883, after having obtained twenty-seventh place in the Senior Grade. In Galway, too we may instance Mr. A. J. Benson, who got ninety-second place in the Senior Grade, in 1882, and matriculated in the same year; also Mr. W. C. Dugan, who got ninety-third place in the Senior Grade, in 1883, and matriculated in the same year. But these are exceptional cases: and we are fully satisfied, from the evidence before us, that speaking generally, the Entrance Scholars of Cork and Galway stand on a far lower level of ordinary school education than the Entrance Exhibitioners of the Royal University.

We should have wished to make this part of our inquiry as complete and authentic as possible. With that end in view we proposed to obtain from every student who held a Queen's College Scholarship in the Academical year 1883–4, a statement of the examinations he had passed under the Intermediate Education Board, and the place he had attained at each examination. If we had succeeded in obtaining this information we should have been able to make a complete comparison between the educational standing of the best students entering the Queen's Colleges and the educational standing of the best students entering the Royal University. Such a comparison would, at once, have disproved our conclusions, if we are wrong, or established them, if we are right. It will be seen, however, from our Minutes, that our proposal to seek for these returns was not acceded to by a majority of the Commission; and thus we have been obliged to glean our information, as best we could, from the public records placed at our disposal.

See Minutes, Appendix I. pp. iv. v.

Minutes, Appendix I. p. v.

In the absence of the complete returns which we have failed to obtain, we may be allowed to illustrate our opinion by the example of a very distinguished Scholar of Queen's College, Cork. Mr. W. E. Wood matriculated in October, 1880. He was evidently a promising student. In 1879 he had passed in the Junior Grade of the Intermediate Examinations, and got 113th place. The following year, he came up again in the Junior Grade, and got 37th place, and an Exhibition. In the same year, he matriculated in Queen's College, Cork, and began his University career, getting second place in the list of Science Scholars. In 1881, he gained a Science Scholarship of the second year, and his name again appears second on the list. This Scholarship he held for two years, until October, 1883, when he took his B.A. Degree, and gained a Senior Scholarship.* With these facts before us, we think we are entitled to regard Mr. W. E. Wood as a fair type of a high class Entrance Scholar of Queen's College, Cork.

Let us now compare his educational standing, at the time he gained his Entrance Scholarship, with the educational standing of the students who have gained Exhibitions, at matriculation in the Royal University. Mr. Wood commenced his University career, as a Scholar, in October, 1880, having just passed in the Junior Grade of the

* Calendar, Queen's College, Cork, 1884–5, pp. 163–6.

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Intermediate Examinations. In the same year, the following boys appear among the Exhibitioners in the Junior Grade.*

Place on the List in the Order of Merit.	Names of Students.	Addresses.
No. 25, .	Dromgoole, Charles, . . .	St. Colman's College, Newry.
,, 27, .	M'Weeney, Henry C., . . .	Catholic University School.
,, 35, .	Pariset, Edmund J., . . .	French College, Blackrock.
,, 37, .	Wood, William E., . . .	Dr. Knight's School, Cork.
,, 38, .	Farrelly, Thomas J., . . .	St. Patrick's Day School, Cavan.
,, 48, .	M'Glade, Charles, . . .	St. Malachy's College, Belfast.
,, 60, .	Kelly, Patrick J., . . .	Cree, County Clare.
,, 63, .	Wheeler, George H., . . .	Methodist College, Belfast.
,, 72, .	M'Nerney, John A., . . .	Carmelite College, Terenure.
,, 79, .	Huston, William J., . . .	Foyle College, Londonderry.
,, 82, .	Brown, George W., . . .	The Academy, Banbridge.
,, 103, .	Cox, Samuel Alfred, . . .	Brunswick-street School, Dublin

Here we have a list of 12 boys who gained Exhibitions, in the Junior Grade, at the Intermediate Examinations of 1880. Mr. Wood passed at once to Queen's College, Cork, and got an Entrance Scholarship. Since then he has read a highly distinguished course in the College, holding second place on the Scholarship list throughout his Undergraduate course, and in 1883 he took his Degree, and got a Senior Scholarship. The other 11 boys *continued at school for three years longer*, coming up to the Intermediate Examinations, from year to year, and always gaining high Honours. Thus, having completed a full and solid course of school education, they entered the Royal University, in October, 1883, gaining Honours and Exhibitions, at matriculation, just at the time Mr. Wood was taking his Degree. Their names will be found in our former Table, with their whole scholastic history, set out in a summary form. *Supra* p. 93.

Now it seems to us that these eleven students furnish a definite measure, by which we may compare the standard of education required for an Entrance Scholarship in Queen's College, Cork, with the standard required for an Entrance Exhibition in the Royal University. In the year 1880, they stood on the same educational level as a high Entrance Scholar of the Queen's College; and it took three years more of good school work to raise them to the educational level of the Entrance Exhibitioners in the University.

When we turn from the Entrance Exhibitioners of 1883 to the Entrance Exhibitioners of 1884, we find the conclusion at which we have arrived again confirmed. Out of 28 young men who gained Exhibitions, at entrance into the Royal University, in October, 1884, we have been able to trace the scholastic record of 24; and this record shows that these 24 young men had previously completed a full school course, with eminent success. They had all passed through the several Grades of the Intermediate Examinations, obtaining Exhibitions or Prizes in each Grade successively: many of them had remained a second year in the same Grade, even after winning an Exhibition or Prize in it, thus taking time to consolidate their knowledge: and fully one half of them interposed a year between passing in the Senior Grade and coming up to matriculate in the University. These facts, which are set forth more in detail, in the following Table, seem to us clearly to show that the students who gain Exhibitions, at entrance, in the Royal University, represent the flower of the Academic youth of Ireland, perhaps we should rather say the ripe fruit of a continued and systematic course of school training.

* This list is taken from the Results of the Examinations held, in 1880, by the Intermediate Education Board; published for the Board by Ponsonby and Weldrick, Dublin.

[TABLE.

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TABLE showing the SCHOLASTIC RECORD of the STUDENTS who gained EXHIBITIONS of the ROYAL UNIVERSITY at MATRICULATION in October, 1884.*

E means an Exhibition; P. means a Prize in Books; and the figure prefixed to the name of the Grade means the place obtained on the List, in the order of merit. Thus, 26 Sen. P. means that the Student got twenty-sixth place in the Senior Grade, and was awarded a Prize in Books.

*** The addresses are given in full for the purpose of identification.

Exhibitioners in the order of Merit.		Matric. R. U., 1884	Intermediate Examinations.				
		Honours in	1884.	1883.	1882	1881.	1880.
I. CLASS.							
1. Moneypenny, Wm.	Royal School, Dungannon,	Lat., Gr., Math., .	—	26 Sen P.	12 Mid E.	26 Jun E.	—
2. Rowan, William H.	Acad. Institution, Belfast,	Lat., Gr., Math., Exp. Physics	—	2 Sen. E.	31 Mid P.	19 Jun. E.	—
3. Podlow, Thos B. .	The College, Lurgan, .	Fr., Math., . . .	2 Sen. P.	67 Mid. P.	23 Jun. E.	—	—
4. O'Kane, Bernard, .	St. Columb's College, Derry	Lat., Gr., . . .	—	6 Sen. E.	1 Mid. E.	32 Jun. E	—
5. Everett, Alice, .	Methodist College, Belfast,	Fr., Math., Exp Physics,	—	—	—	—	—
6. M'Neill, Hugh A. .	University College, . .	Lat., Gr., Exp. Physics	—	30 Sen. P.	16 Mid. E.	7 Jun. E.	77 Jun. E.
7. Fitzmaurice, Gerald	Blackrock College, . .	Lat., Gr., . . .	—	2 Sen. E.	8 Mid. E.	5 Jun. E.	31 Jun. E.
8. Wilson, Wm M'N	Wesley College, Dublin, .	Lat., Gr., . . .	—	37 Sen. P.	122 Mid. P.	71 Jun E.	—
9. Kenny, Francis J. .	University College, . .	Fr., Math., . .	—	13 Sen. P	20 Mid. P.	19 Jun. E	185 Jun P.
10. Galbraith, John A.	Private Study, . . .	Math., ...	—	22 Sen. P.	75 Mid. P.	31 Jun. E	187 Jun. P.
II. CLASS							
11. Quirke, Thomas G.	Blackrock College, . .	Lat., Fr., Eng., Math.,	—	12 Sen. E.	45 Sen P.	34 Mid E	63 Jun. E.
12. Montgomery, Robt.	Acad. Institution, Belfast,	Lat., Gr., Eng., . .	—	103 Sen.	111 Mid. P.	46 Jun. E.	—
13. Pulvertaft, Thos. J.	Collegiate School, Cork, .	Gr., Math., Exp. Phys.	12 Sen. P.	16 Mid. E.	40 Mid. P.	148 Jun. E.	340 Jun. P.
14. O Connor, Michl J.	Blackrock College, . .	Lat., ...	22 Sen. P.	16 Mid. E.	71 Mid. P.	142 Jun. E.	312 Jun. P.
15. O Ratigan, P. V N. H.	Private Study, . . .	Lat., Fr., . . .	—	—	—	—	—
16. Gwynne, John J.	St. Ignatius' Coll., Galway	Fr., ...	26 Sen. P.	35 Mid. P.	62 Mid. P.	27 Jun. E	127 Jun. P.
17. Luke, Edward H. .	Belfast Academy, . .	Gr., . . .	—	—	—	—	—
18. Lewis, Hannah H.	Alexandra College, . .	Lat., Fr., . . .	—	—	—	—	—
19. Barrett, Michael,	St. Colman's College, .	Math., . . .	15 Sen. E.	14 Mid. E.	10 Jun. E.	—	—
20. Bacon, John W. .	St Stanislaus' College, .	Fr., ...	9 Sen. P.	22 Mid. E.	27 Mid P.	83 Jun. E.	—
21. Burns, John, . .	Foyle College, Derry, .	Fr., Math., . . .	—	28 Sen. P.	20 Mid. P.	110 Jun. E.	317 Jun. P.
22. Kearney, John J. .	Blackrock College, . .	Fr., Math., . . .	—	21 Sen. P.	16 Mid. E.	4 Jun. E.	2 Jun. E.
23. Gaffney, James B. E.	St. Stanislaus' College, .	Fr., ...	22 Sen. P.	33 Mid. P.	62 Mid. P.	27 Jun. E.	232 Jun. P.
24. Nolan, William F.	University College, . .	Lat., Gr., . . .	—	30 Sen. P.	2 Mid. E.	1 Jun. E.	—
25. O'Hare, John J. .	Christian School, Belfast, .	Fr., ...	—	92 Sen. P.	73 Mid. P.	155 Jun. E.	—
26. Barry, Redmond J.	St. Finn Barr's, Cork, .	Lat., Gr., . . .	28 Sen. P.	47 Sen. P.	23 Mid. E.	36 Jun E.	—
27. Devenish, Annie E.	Alexandra College, . .	Lat., Fr., . . .	—	—	—	—	—
28. Wylie, John, . .	Belfast Academy, . .	Math., . . .	—	—	—	—	—
29. Frost, George H. .	Blackrock College, . .	Lat., Fr., . . .	43 Sen. P.	45 Mid. P.	13 Jun E.	265 Jun. P.	—
32. Carleton, A. E. M.	Cookstown Academy, .	Lat., Gr., . . .	—	—	—	—	—
31. M'Kee, Wm. John,	Intermed. School, Omagh,	Gr., ...	—	42 Sen. P.	36 Mid P.	22 Jun. E.	—

We should wish very much to compare with the above Table the scholastic record of the students who, during the last few years, have obtained Entrance Scholarships in the Colleges of Cork and Galway. But as we have failed, in the manner already explained, to obtain the detailed information necessary for this purpose, we must be content with such an illustration as we have been able to gather for ourselves from official documents. In the June of 1881, Mr. William Dunlea passed the examination of the Intermediate Education Board, in the Junior Grade. He obtained the 321st place, in the order of aggregate merit, and he was awarded a Prize of books. In the same year, he went up to Queen's College, Cork, where he matriculated, and gained an Entrance Scholarship in Science. Since then he has passed through his University course; and he took his Degree of B.A. in October, 1884.

Here again we have an example of a boy passing direct from the lowest Grade of the Intermediate Examinations into Queen's College, Cork, and gaining a Scholarship at

* This Table has been prepared from the Official Lists of the Royal University, for 1884; and from the Results of the Examinations held in 1880, 1881, 1882, 1883, and 1884, by the Intermediate Education Board; published for the Board by Ponsonby and Weldrick, Dublin.

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entrance. And in this case, too, we have an opportunity of comparing the standard of education required for this Scholarship with the standard required for an Entrance Exhibition, in the Royal University.

In the same year in which Mr. Dunlea got 321st place in the Junior Grade, we find on the list of Exhibitioners, in the same Grade, no less than 28 boys who remained three years longer at school, giving evidence each year of continued progress in their studies, and who came up, at the end of that period, to matriculate in the Royal University, just at the time when Mr. Dunlea was getting his Degree. Among these 28 boys was William F. Nolan, who in 1881 got First place in the Junior Grade, and two Gold Medals; John St. J. Kearney, who got Fourth place; Gerald Fitzmaurice, who got Fifth place, and a Gold Medal for special excellence in Latin; and Hugh M'Neill, who got Seventh place.

But this is not all. Even at the end of three years additional school work, some of these students did not succeed in reaching the standard necessary for the Honours of the Royal University, and they appear on the list of Entrance students simply as Pass men. We think, therefore, we are justified in concluding that a wide interval exists between the standard of education required for Scholarships in Queen's College, Cork, and that required for Honours and Exhibitions in the Royal University.

LIST of STUDENTS who, having obtained an EXHIBITION in the JUNIOR GRADE of the INTERMEDIATE EXAMINATIONS, in June, 1881, remained three years longer at School, and came up for MATRICULATION in the ROYAL UNIVERSITY in October, 1884.*

*** The addresses are given in full for the purpose of identification.

Place on the Intermediate List in order of merit.	Names and Addresses.	Distinction obtained in Royal University at Matriculation.
1. Nolan, William F.	St. Stanislaus' College,	Exhibition.
4. Kearney, John St. J.	Blackrock College,	Exhibition.
5. Fitzmaurice, Gerald,	Blackrock College,	Exhibition.
7. M'Neill, Hugh,	St. Francis Xavier's College,	Exhibition.
10. Kelly, Gerald,	St. Stanislaus' College,	None.
18. Kenny, Francis,	St. Vincent's College, Castleknock,	Exhibition.
19. Rowan, William Henry,	Academical Institution, Belfast,	Exhibition.
22. M'Kee, William John,	Intermediate School, Omagh,	Exhibition.
26. Monypenny, William,	Royal School, Dungannon,	Exhibition.
27. Gwynne, John,	St. Ignatius' College, Galway,	Exhibition.
31. Galbraith John A.	King's Hospital, Dublin,	Exhibition.
32. O'Kane, Bernard,	St. Columb's College, Londonderry,	Exhibition.
37. Gaffney, James Bernard,	Sacred Heart College, Limerick,	Exhibition.
46. Montgomery, Robert,	Academical Institution, Belfast,	Exhibition.
65. Stean, James Ross,	Academical Institution, Londonderry,	None.
68. Barry, Redmond John,	St. Finn Barr's Seminary, Cork,	Exhibition.
71. Wilson, William M'Neely,	Methodist College, Belfast,	Exhibition.
79. M'Call, William,	St. Malachy's College, Belfast,	None.
83. Bacon, John,	St. Stanislaus' College,	Exhibition.
107. Atcheson, Henry,	St. Mary's College, Dundalk,	None.
110. Burns, John,	Foyle College, Londonderry,	Exhibition.
138. Heron, Hugh T.	Academical Institution, Belfast,	None.
141. Pyper, William James Stanton,	Erasmus Smith's School, Dublin,	None.
142. O'Connor, Michael J.	Blackrock College,	Exhibition.
148. Pulvertaft, Thomas John,	Queen-street School, Cork,	Exhibition.
151. Cuthbert, William St. J. G.	Booterstown,	Honours in French.
155. O'Hare, John J.	Christian Schools, Belfast,	Exhibition.
171. Hodgens, Alfred Flood,	Blackrock College,	None.

One point yet remains to be considered. At the Intermediate Examinations the order of merit is determined by the aggregate of marks in all the subjects in which a boy may present himself for examination. Hence it has been argued that a boy may get a low place at the Intermediate Examinations, when judged by his general aggregate of marks, and yet may be well prepared in those subjects which are required for entrance into a University College. We do not at all accept this view. We believe that the best preparation for a University course of studies is a complete and systematic course of school education; and we are satisfied that the Intermediate Examinations furnish the most impartial and satisfactory test now existing in Ireland, by which we may estimate the standard of school education.

Besides it is to be remembered that we are here dealing with boys in the lowest Grade of the Intermediate course; and in our opinion the standard of that Grade is a low standard for entrance into a University College, whatever marks a boy may obtain in particular subjects. The point of our argument is this: that a boy who got a compara-

* This list has been prepared by comparing the Matriculation Roll of the Royal University, for 1884, with the published Results of the Intermediate Examinations, for 1881.

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tively low place in the Junior Grade had already reached the standard required for an Entrance Scholarship in Queen's College, Cork; whereas 28 boys who got far higher places at the same examination, had to remain three years longer at school before they reached the standard required for the Honours and Exhibitions of the Royal University. So long as this striking contrast continues to exist, between the two standards, it seems to us that the students of the Queen's College have but a poor chance, as a general rule, in the competition for University distinctions.

Nevertheless we thought it right to examine, with some degree of care, the marks obtained, in the separate subjects of examination, by the boys whose names are given in the above list; and we find that they not only stand higher than the Entrance Scholar of Queen's College, Cork, in their general aggregate of marks, but also that they stand higher in that particular group of subjects which are required for entrance into the Queen's College.

It would be tedious and unnecessary to go at full length into the details of this inquiry. We will content ourselves with the first eight names on the list; giving from the published Results of the Intermediate Examinations, the marks obtained by these boys in Greek, Latin, English, Arithmetic, Euclid, and Algebra; and giving also, for the sake of comparison, the marks obtained in the same subjects, at the same examination by the Entrance Scholar of the Queen's College.

TABLE.*

Place on the Intermediate List in order of merit.	Greek.	Latin.	English.	Arithmetic.	Euclid.	Algebra.	Total.
	1,200	1,200	1,200	500	500	500	5,100
1. Nolan, William F., . . .	953	1,085	1,002	190	380	210	3,822
4. Kearney, John St. J., . . .	563	881	875	375	435	425	3,559
3. Fitzmaurice, Gerald, . . .	916	1,126	993	345	270	233	3,783
7. M'Neill, Hugh, ...	793	1,053	940	435	420	380	4,022
10. Kelly, Gerald, ...	597	870	979	410	350	390	3,596
18. Kenny, Francis, . . .	410	863	784	455	450	355	3,337
16. Rowan, William Henry, . .	687	1,040	912	485	320	373	3,826
22. M'Kee, William John, . . .	690	1,022	906	495	400	350	3,893
321. Dunlea, William J. . . .	306	472	582	360	400	371	2,491

Before leaving this subject we think it right, once more, to say that it is not in accordance with our own inclinations that we have selected particular examples to illustrate the conclusions at which we have arrived. It was our desire to present a list of all the students holding Scholarships in the Queen's College during the Academical year 1883–4, together with their previous scholastic record, in order to make our comparison of standards full and complete. But as we have already explained, owing to a difference of opinion among the Commissioners, we failed to obtain the specific information necessary for this purpose; and we have been obliged to study the question as best we could, from the public documents before us. This study led us to a very minute investigation of Academical records, involving a comparison of names, and dates, and figures; and we have been only able to set forth above such illustrations of the subject as we thought would give a general idea of the grounds on which our conclusions are based.

It now remains to state briefly what these conclusions are. We think that the competition for the Honours and Exhibitions of the Royal University is mainly determined by the standard of education maintained in the Colleges that send up their students to the University Examinations. In Queen's College, Belfast, the standard of education is good; and accordingly the students of Belfast fairly hold their own in the University competition. But in the Queen's Colleges of Cork and Galway a large proportion of the students are received, and admitted to the College Scholarships, with a very imperfect school training; the general standard of education, in these Colleges, is thereby unduly lowered; and their students, as a rule, though they may attain a fair proficiency in professional subjects, are not in a position to compete with much prospect of success for the Honours and Prizes of the University, in the Faculty of Arts. In support of this opinion we may again notice the remarkable fact that at the University Examinations of 1884 not a single student of Cork or Galway obtained Honours in either of the Classical Languages.

pp.]

* This Table is taken from the published Results of the Intermediate Examinations, for 1881.

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Matriculation Examination of the Royal University, considered with reference to Queen's College Students.

Hitherto we have dealt only with the University Examinatione proper: we will now devote a short space to the examination for matriculation. The authorities of the Queen's Colleges have etrongly pressed npon us that they do not, as a rule, prepare students for matriculation; and, therefore, that we are not to jndge the teaching of the Collegee hy the results of this examination. To thie view we entirely assent. But it seeme to us, ae we have already explained, that the educational work done in the Colleges must depend, in a large measure, on the material they get to work upon: and the Matriculation Examination of the Royal University helps us to ascertain what that material is.

We find that, at the matriculation of 1883, 606 candidatee passed the examination. Of these, 97 went to Queen's College, Belfast, for their University education, 18 to Galway, and 30 to Cork; while the large number of 461 did not go to any of the Queen's Colleges. With regard to Academical distinctione, it appears that 119 Honours were awarded at this examination, and 30 Exhibitions. Of the Honours, 21 were gained by students who went to Belfast, 2 by etudents who went to Galway, 2 by students who went to Cork, and 94 hy students who did not enter any one of the Queen's Colleges. Of tho 30 Exhibitioners, none went to Queen's College, Galway, or to Queen's College, Cork; 6 went to Queen's College, Belfast, and 24 went elsewhere to seek for their education.*

If we go back to the matriculation of 1882, we find that 490 candidates passed the examination. Amongst that number were distributed 125 Honoure and 31 Exhibitions. Of the 490 students who passed, 83 went to Belfast, 16 to Galway, and 14 to Cork; while there remained 377 not accounted for in any of the three Queen's Colleges. The 83 Belfast studeuts gained among them 31 Honours and 6 Exhibitione; the 16 Galway students, 2 Honours and no Exhibition; the 14 Cork students, 2 Honours and no Exhibition; and the remaining 377 etudents, 90 Honours and 25 Exhibitions.† These facts, which we have carefully collected from the official information furnished to us, during the progress of onr inquiry, will be found more conveniently set forth in the following Table.

Table showing (1), The number of Students who matriculated in the Royal University, in 1882 and 1883, together with the number of Academical distinctions awarded to them at Matriculation: (2), The number of these Students who, in each of the above years, went to each of the Queen's Colleges, together with the number of their Academical distinctions at Matriculation.

—	Matriculation, 1882.			Matriculation, 1883		
	Students.	Honours.	Exhibitions.	Students.	Honours.	Exhibitions.
Royal University, ...	490	125	31	606	119	30
Queen's College, Belfast, ...	83	31	6	97	21	6
Queen's College, Galway, ...	16	2	0	18	2	0
Queen's College, Cork, ...	14	2	0	30	2	0
Not accounted for in any of the Queen's Colleges,	377	90	25	461	94	24

From this Table we can form a good estimato of the material that is availahle for University education in connexion with the Royal University of Ireland; and we can

* The figures for 1883 have been obtained by a careful collation of the following sources of information, officially furnished to us:—(*a*) Return from the Royal University; Appendix III. p. 412. (*b*) Returns from each Queen's College, giving the number of entrance students who passed the matriculation examination of the Royal University, in the Academical year 1883–4; Appendix III. pp. 370, 393, 403. (*c*) Royal University Calendar, for 1884, pp. 207–13. (*d*) Lists of the students of each Queen's College, for the Session 1883–4, furnished to us by the College authorities; Appendix III. pp. 359–66, 387, 400.

† The figures for 1882 have been obtained from the following sources:—(*a*) Return of the Royal University, Appendix III. p. 412. (*b*) Returns from each Queen's College, giving the number of entrance students who passed the Matriculation Examination of the Royal University, in the Academical year 1882–3; Appendix III., pp. 370, 393, 403. (*c*) Royal University Calendar, for 1883, pp. 149–56. (*d*) Queen's College Calendars, giving the lists of undergraduate students for the Session 1882–3. It is right to notice that a student of St. Stanislaus' College, Tullamore, who gained two Honours, at matriculation, in 1882, and who came up again, from the same College, in 1883, to the First University Examination, is now on the books of Queen's College, Cork. He is, of course, not included among the 14 students above mentioned, as entering Queen's College, Cork, after matriculation, in 1882.

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eee, at the same time, to what extent that material is distributed among the Queen's Colleges. It will be seen that Belfast holds a fairly good position, in this rsspect, as it does in many others. It receives each year a considerable number of the students who enter the Royal University; and among these etudents there is a good sprinkling of men who have gained Academical distinctions at matriculation.

But when we look to the Colleges of Galway and Cork, we find that the supply of material they receive is scanty in amount, and poor in Academical distinction. As to numhers, it appears that, out of 1,096 students who matriculated in the Royal University, in the years 1882–3 and 1883–4, only 44 have gone to Cork, and 30 to Galway. As to Academical distinction, not a single one, out of the 61 students, who gained Exhihitions at matriculation, has gone to either College for his education; but of the 244 Honours awarded altogether, at the two examinations, 4 were gained by students who went to Cork, and 4 by students who went to Galway.

Now, with respect to these figures, we feel bound to say that they do not imply any reproach on the teaching that is given within the two Colleges in question. Each of these Colleges, as we have already stated, is admirably equipped with the material means and appliances of education; each is provided with an eminent staff of professors; and ws are satisfied that the professors fulfil their functions with zeal and efficiency. But the weighty and significant fact remains, that all the educational resources of these two Colleges are expendsd on a small fraction of the students who, from year to year are crowding into the Royal University; and further, that this emall fraction is composed, almost entirely, of students who enter the University as mere Pass men. This is a condition of things which seems to us eminently deserving of consideration, in connexion with the object of our Commission.

Postscript: Results of the Royal University Examinations in 1884.

Since the greater part of the aboye Report was written, we have received the Returns of the Royal University Examinations for 1684. This was the first occasion on which students educated outside of the Queen's Colleges have been in a position to coms up to all the Undsrgraduate Examinatione in Arts: that is to say, the First University, the Second University, and the B. A. Examinations. We have, therefore, taken the opportanity of ascertaining the success of the Queen's Collsges, at these examinations, as compared with the success of other institutions. The question naturally divides itself into two heads: First, to what extent the Undergraduates in Arts who passed the Examinations of the Royal University, received their education in the Queen's Colleges; and Secondly, to what extent the Honours and Exhibitions of the University were awarded to students prepared in the Queen's Colleges. The results of our inquiry are set forth in the following Tables.

Table I.—Showing the number of Undergraduates who passed the several Examinations in Arts of the Royal University, in 1884, and the Colleges from which they came.*

Colleges.	I. University Examination.	II. University Examination.	B. A. Examination.	Total.
Queen's College, Belfast,	71	49	35	155
Queen's College, Galway,	13	10†	6	29
Queen's College, Cork,	11	5	11	27
University College,	37	18†	3	58
Blackrock College,	20	11	8	39
St. Malachy's College	14	7	2	23
Clonliffe College,	12	7	2	21
Mungret College,	17	3	0	20
Carlow College,	14	4	0	18
Magee College,	12	5	0	17
Other Educational Institutions and Private Study	148	69	33	250
	369	188†	100	657

* The figures given, in this Table, for the Queen's Colleges, are taken from the Returns furnished to us by the Royal University, and subsequently corrected by the authorities of the Queen's Colleges; Addenda, p. 516. The figures for the other institutions have been made up from the official lists of the Royal University.

† One student gives his address Queen's College, Galway, and University College. He is therefore counted twice over in the aboye list. The total number of Undergraduates who passed the varions examinations in Arts of the Royal University, in 1884, was 656.

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TABLE II.—Showing the Number of HONOURS and EXHIBITIONS awarded to Undergraduates at the several EXAMINATIONS in ARTS of the ROYAL UNIVERSITY, in 1884, and how they were distributed between the various COLLEGES.*

COLLEGES.	I. University Examination		II. University Examination.		B.A. Examination.		Total.		
	Honours.	Exhibitions.	Honours.	Exhibitions.	Honours.	Exhibitions.	Honours.	Exhibitions.	Total.
Queen's College, Belfast,	22	8	36	6	18	9	76	21	100
Queen's College, Galway,	3	0	2	0	3	0	8	0	8
Queen's College, Cork,	7	2	6	1	5	0	18	3	21
University College,	32	6	28	6	3	2	63	14	77
Blackrock College,	34	7	16	3	4	1	54	11	65
St. Malachy's College,	8	2	2	0	0	0	10	2	12
Clonliffe College,	5	1	3	0	1	0	9	1	10
Maynooth College,	6	0	1	0	0	0	7	0	7
Carlow College,	5	1	1	0	0	0	6	1	7
Magee College,	1	0	0	0	0	0	1	0	1
Other Educational Institutions and Private Study.	27	2	36	4	13	2	76	8	84
	150	27	134	20	47	14	331	61	392

A careful study of these Tables will suggest some important considerations. In the first place, as regards numbers, it appears that 656 Undergraduates passed the various Examinations in Arts, of the Royal University, in 1884. Of these 656 students, Queen's College, Belfast, supplied 155, or 23·6 per cent; Queen's College, Galway, 29, or 4·4 per cent; and Queen's College, Cork, 27, or 4·1 per cent: while 445 students, or about 68 per cent, came up from other Colleges or were prepared by private tuition. In other words, the whole of the endowments provided by the State for collegiate education in Arts, in connexion with the Royal University, were expended on one-third of the students, and the remaining two-thirds were left without any provision. *Supra*, p. 100, last foot-note.

This fact becomes still more striking when we consider the case of Cork and Galway, apart from Belfast. These two Colleges, taken together, enjoy two-thirds of all the endowments, provided by the State, for collegiate education, in connexion with the Royal University: and yet, during the past year, they have educated less than 9 per cent of the Undergraduates in Arts who have passed the University Examinations. We think, therefore they have failed to fulfil the function, with regard to University education in Ireland, for which they were designed.

When we turn from the question of numbers to the question of Academical distinction, the results are not less remarkable. The total number of Honours and Exhibitions, awarded by the University, at the several Undergraduate Examinations in Arts, was 392. Of these, Belfast gained 100, or about 25·5 per cent; Galway, 8, or about 2 per cent; and Cork, 21, or 5·4 per cent: while amongst the unendowed institutions, we find that University College gained 77, or 19·6 per cent, and Blackrock College, 65, or 16·5 per cent.

If we consider, not the absolute number of Academical distinctions won by each College, but the number of distinctions won, as compared with the number of students who passed the examinations, the result is still more favourable to the unendowed Colleges. Thus, for example, in each of the three Queen's Colleges, the total number of Academical distinctions gained is considerably less than the number of students who passed; whereas, in the two unendowed Colleges to which we have referred, it is considerably greater. In University College, 77 Academical distinctions were distributed between 58 students; and in Blackrock College, 65 Academical distinctions were distributed between 39 students.

Again, if we confine our view to Exhibitions alone, we find that Queen's College, Belfast, gained 21 among 155 students, which is at about the rate of 2 exhibitions to every 15 students; Queen's College, Galway, gained none; and Queen's College,

* The figures in this Table have been made up from the official lists of the Royal University. As regards Exhibitions gained by the Queen's Colleges, the Table has been checked with a Return furnished to us by the Royal University, and subsequently corrected by the authorities of the Queen's Colleges; Appendix III. p. 516. See also Return, for the three Queen's Colleges, prepared by Dr. Sullivan, President of Queen's College, Cork, which, except for an exceedingly small discrepancy, exactly coincides, in its results, with the above Table; Addenda, pp. 517–8.

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Cork, gained 3 among 27, or 2 Exhibitions to every 18 students. But when we come to the unendowed Colleges, we find University College with 14 Exhibitions among 58 students, or about 2 Exhibitions to every 8 students; and Blackrock College with 11 Exhibitions among 39 students, or 2 to every 7.

We are quite satisfied that the large proportion of Academical distinctions gained by these two nnendowed Colleges is mainly due to the high standard of school education attained by their students before they enter the University: just as we have shown that the small proportion of Academical distinctions gained by Cork and Galway is mainly due to the low standard of school education on which students are received in these Colleges.

There is one point connected with these Tables that seems to call for a few words of explanation. It might be thought, at first sight, that the students who are set down as passing the examinations of the Royal University, in October 1884, from each Queen's College, had received their education, during the preceding year, in the College to which they are ascribed. But this is not so. Let us take, for example, Queen's College, Cork. During the Academical Year, 1883-4, the total number of University students reading any course of Arts, in Queen's College, Cork, was 29;—12 in the First Year, 7 in the Second Year, and 10 in the Third Year. Their names, and their standing in College, are given in the Return furnished hy the College authorities.

App. III., p. 387.

Now of these 29 names, only 20 appear on the official lists of the Royal University, as having passed an examinatiou in Arts in October, 1884. Eight passod the First Examination in Arts, 5 the Second Examination, and 7 the B.A. Examination. Yet we fiud, from the Return of the Royal University, that 27 students from Queen's College, Cork, passed Undergraduate Examinations in Arts, in 1884. The question then suggests itself, where did the extra 7 students come from, who thus raised the number of Passes from 20 to 27. On this point we have received no evidence. But we presume that these 7 students had their names on the books of Queen's College, Cork, but did not go there, during the past year, to prepare for their University examination.

Addenda, p. 516.

Somcthing of tho same kind seems to have occurred in Galway. The names of 31 University students in Arts were returned to us by the College authorities, as reading, during the past year, in the various stages of the Undergraduate course. Of these 31 names, we find 21 on the official lists of the Royal University, as having passed their respective Uuiversity examinations, in October, 1884. So far everything is clear. Queen's College, Galway, had 31 University Undergraduates in Arts, during the past year; and 21 of these Undergraduates passed their respective University examinations, at the end of the year. But from the Return furnishod to us by the Royal University, and corrected by the authorities of the Queen's Colleges, it appears that 29 Undergraduates from Queen's College, Galway, passed these examinations. How are the 8 extra students to he accounted for? The explanation seems to be, as in the case of Cork, that these students had their names on the College hooks, and were thus naturally entered as coming from the College; but from the College Return itself it is clear that they did not read any course of Arts in the College, during the past year.

App. III., p. 400.

Addenda, p. 516.

These facts appear to have escaped the notice of our Colleagues, when they state, in their Report, that "all who are reckoned as students of the Queen's Colleges are actually studying in them." It is plain, from the figures we have just given, that a certain proportion, by no means inconsiderable, of the students who "are reckoned as students of the Queen's Colleges," in the official lists of the Royal University, for 1884, had aot been "actually studying" in these Colleges, during the preceding year.

p. 4.

IV. FOURTH HEAD OF INQUIRY.

"AS TO THE FEES CHARGED TO THE STUDENTS IN THE SAID COLLEGES."

We agree with our Colleagues in the opinion that the Fees charged in the Queen's Colleges are moderate and reasonable.

V. OPINIONS AND SUGGESTIONS.

In your Excellency's warrant we are asked, not only to report upon the facts referred to us for inquiry, but also to offer such opinions and suggestions as it might appear expedient to present in the premises. Accordingly we have expressed our opinions, from time to time, in the body of our Report, upon the facts that came hefore ns during the progress

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of our inquiry. Nevertheless it may be convenient for your Excellency, if we gather together here, in a succinct form, those opinions and suggestions which seem to us, on a full review of the evidence, to call most urgently for the consideration of the Government.

We wish, at the same time, to say that any opinions and suggestions we may offer must be, of necessity, meagre and imperfect. We feel that the limits of our inquiry, as fixed by the terms of your Excellency's warrant, were such as to exclude from our consideration questions of weighty import, which we could not fail to see underlie the whole subject of University education in Ireland. *Ex Gr. Supra, pp. 72–3. Evid. qq. 8296–7, 1798–9, 1828–9, 1851–3.*

I. In the first place, we observe that the Queen's Colleges enjoy all the endowments provided by the State for Collegiate education, in connexion with the Royal University: and yet a large majority of the students in Arts, of that University, decline to go to these Colleges for their education. During the past Academical year, as we have shown, the three Queen's Colleges, taken together, have given education to less than one-third of the Undergraduates in Arts, who have passed the University Examinations. The remaining two-thirds had to provide education for themselves, as best they could; the greater number of them, according to the evidence before us, being unable, on account of their religious convictions, to avail themselves of the education offered in the Queen's Colleges. *Supra, pp. 100–1.*

II. This consideration receives additional strength, when we take the Queen's Colleges in detail. Queen's College, Belfast, is situated in the midst of the Presbyterian community of Ulster; it meets the wants and enjoys the sympathy of that body; and it receives, every year, the best trained boys from the various Presbyterian schools, scattered over the North of Ireland. It is accordingly a practical success. During the past year, it gave education to about 24 per cent of the students in Arts who passed the examinations of the Royal University; and its Medical school is in a flourishing condition. We feel bound, indeed, to call attention to the fact, strongly urged upon us in evidence, that it is of no avail to the Catholic people of Ulster, who constitute 47 per cent of the population. But considering it, in reference to the Presbyterian community, and others who are able to take advantage of the education it offers, we can say with confidence that it successfully fulfils the functions of a University College, and makes a good return to the State for the public money expended upon it. *Supra, p. 72.*

We find, however, a very different result, when we turn to the Colleges of Galway and Cork. These two Colleges receive two-thirds of all the endowments expended by the State on Collegiate education, in connexion with the Royal University; and yet, taken together, they have educated, during the past year, less than 9 per cent of the Undergraduates in Arts. This poor return for so large an expenditure is not due to any fault of the College authorities. We are satisfied they do the best they can. But the students will not go to these Colleges: because the system of education established there is inconsistent with the religious principles of the people. *Supra, pp. 100–1.*

III. It would be some compensation for the small number of students, on whose education is expended so large a proportion of the public endowments for the advancement of learning, if they were all distinguished students of the University. But from the Tables given in our Report, it appears that the Undergraduates in Arts of Cork and Galway have received but a scanty share of Academical distinctions. Out of 61 Exhibitions awarded to Undergraduates, in Arts, at the recent examinations in 1884, Cork received but three, and Galway none: while among the unendowed Colleges, University College, received 14, and Blackrock College, 11. Again, as regards Honours, Cork and Galway, taken together, gained but 26, while the two unendowed Colleges, just mentioned, gained 117. *Supra, pp. 86–8, 99–100, 100–1. Supra, p. 101.*

IV. There is one result of these facts which seems to us deserving of especial notice. Owing to the scanty supply of students, the number of valuable Scholarships in Arts, provided by the State, in the Colleges of Cork and Galway, is almost equal to the number of students. The consequence is that a large proportion of these Scholarships are given to students who have gained no University distinction: while a long roll of students who have gained high Honours in the University, but who are prevented, by their religious convictions, from going to the Queen's Colleges, are left without any Academical reward whatsoever. *Supra, pp. 72–3.*

We would venture to submit that such a system as this is inconsistent, at once, with the best interests of education, and with the highest considerations of public policy.

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In the interests of education, it seems to us that the Scholarships founded by the State for the encouragement of learning, ought to be awarded to the best and most promising students that the country can produce. And, on the other hand, public policy would seem to demand that the Catholic people of Ireland should be admitted to a share in the State endowments for collegiate education, without being asked, in return, to make any sacrifice of their religious principles.

v. We have already, in the body of our Report, expressed our opinion of the Medical Faculty, in each of the three Queen's Colleges. We will only add now that, if it be desirable, in connexion with the Royal University, to maintain, with public funds, endowed Medical Schools in the provincial towns of Belfast, Cork, and Galway, where the resources for medical education are, in many respects, deficient, it must surely be desirable to maintain an endowed Medical School in Dublin, where the resources for medical education are abundant and satisfactory.

Supra, p. 89.

vi. In conclusion, we desire to express our strong conviction, founded upon the evidence laid before us, that the time has arrived when it is necessary, as well in the interests of learning as in the interests of justice, to reconsider the whole question of endowments for University education in this country, and to take such measures as may be found needful to make these endowments available, not to a small minority only, but to the whole body of the Academic youth of Ireland.

Before closing this Report, we wish to place on record our sense of the great kindness with which we were received by the Presidents and Professors of the several Queen's Colleges; and to bear testimony to the ready courtesy with which they afforded us the necessary facilities for carrying out the inquiry which it was our duty to make. We are also greatly indebted to our Secretary, Mr. N. D. Murphy, Jun., Barrister-at-Law, for the zeal and efficiency with which he has discharged his arduous duties.

All which we have the honour to submit, as our Report, for your Excellency's consideration.

Witness our hands and seals this 23rd day of February, 1885.

R. P. CARTON, *Chairman.* (*Seal*).

GERALD MOLLOY. (*Seal*).

N. D. MURPHY, Jun.,
Secretary.

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APPENDICES.

Appendix No. 1.

Secretary's Minutes of the various Meetings of the Commission.

Thursday, May 15, 1884.

First Private Meeting.

At a meeting of the Commission, held on this day—

Present:—R. P. Carton, Q.C., in the Chair; Dr. Molloy, Dr. Stoney, Professor Jack, and Dr. Marston.

The Chairman drew attention to certain questions put in the House of Commons, and the answers thereto relative to the subject of the Commission.

Moved by Dr. Molloy, and—

Resolved—That these questions and answers and the documents accompanying the same be printed for the use of the Commission.

A letter was read from the Secretary to the Lord Lieutenant as to the holding of the Commission in public. Discussion thereon, and—

Resolved—That the proceedings of the Commission be carried on in public.

Certain printed forms of Return Queries were handed in by Dr. Molloy and also by Dr. Stoney.

A discussion ensued on the frame thereof, and also on the answers of the Presidents of the Queen's Colleges with regard to the Returns moved for in the House of Commons as bearing on the Return Queries handed in as above.

The Chairman parenthetically stated that he received a letter from the Cork Corporation offering any assistance in their power.

* After which—The discussion on the frame of the Return Queries was resumed.

Dr. Molloy's form I. (1), (2), (3), (4), (5) was agreed to. Also, II., III., and IV., upon being developed into sub-heads corresponding to, and following, as near as possible, the order of I.

Dr. Stoney's III. (*a*), (*b*), (*c*), (*d*), with modifications, were agreed to.

The Commission adjourned at 5.40 p.m.

(Signed), R. P. Carton, Chairman.

N. D. Murphy, Jun., Secretary.

Friday, May 16, 1884.

Second Private Meeting.

At a meeting of the Commission, held this day at 35, Rutland-square, at 3 p.m.

Present:—R. P. Carton, Q.C., Chairman; Dr. Molloy, Dr. Stoney, Professor Jack, and Dr. Marston.

The discussion was resumed on the frame of the Return papers of Queries to be sent to the Queen's Colleges.

V. (1) Of Dr. Molloy's paper considered, and proposed by Dr. Molloy.

Amendment moved by Dr. Stoney—To strike out words, "now reading in the College," and substitute, "of the College," and to add, "distinguishing those who are now reading in the College."

Suggested by Dr. Molloy—"Adding the names of those who have left."

Dr. Stoney's amendment carried and agreed to—Dr Molloy's suggestion rejected.

V. (2) Agreed to—to be modified similarly to, and to be in accordance with, V. (1) as above.

V. (3) Agreed to.

VI. (1), (2), (3), (4), (5) Agreed to, subject to the modification proposed by Dr. Stoney of adding, before the words "Academical," in each of the five sub-heads, the words, "each of the last five."

V. (4) Was now taken up, having been designedly allowed to stand over.

Resolved—That it be struck out.

VII. (Dr. Molloy's.)—Proposed by Dr. Stoney—

That his Query II. (*b*) be substituted for this.

Proposed by Professor Jack—

To modify VII. conformably with VI., adding, before "Academical," the words "each of the last five," and striking out "1882-3 and 1883-4 respectively."

Proposed by Chairman—

To keep VII. as originally printed, and then to add a distinct Return to meet Dr. Stoney's views.

And proposed in addition by Dr. Molloy—

To strike out, after "Royal University," the word "and," and to add, after "any University," the words "and how many are not matriculated students of the College."

The proposal of the Chairman, as modified by Dr. Molloy's addition, was agreed to.

* The original forms of these return queries are attached to the Minute Book of the Commission. The Queries agreed on in above meeting are those which appear in Appendix III. A, No. 1, under the headings I., II., III., IV., IX., X., XI. (1), (2).

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VIII. Unanimously agreed to be struck out and following to be inserted in its place, on proposal of Dr. Stoney :—

VIII. (1) "Number of students who entered the College in each of the five academical years previous to 1882-3, classified according to faculties, and distinguishing matriculated from non-matriculated students."

(2). "Number of students who attended the College in each of the five academical years previous to 1882-3, classified according to faculties and distinguishing matriculated from non-matriculated students."

Dr. Stoney's III. (*a.*), (*b.*), (*c.*), (*d.*)—This was agreed to, but to be numbered IX., X., XI. (1), (2).

Dr. Stoney's I. (*a.*) and (*b.*)—Moved by Dr. Stoney—

That the return be given for a period of thirty years back.

Moved by Dr. Molloy—

That other Colleges be requested to give returns as to their Students going up for Royal University Examinations.

Dr. Molloy also moved amendment to I. (*a.*)—

That the dates be given at which students left the Colleges, and the dates at which they passed such subsequent Examinations.

A long discussion on these heads followed.

* The following was agreed to instead of I. *a*.

Each College is requested to report, so far as it has information, the names of students who have gained distinctions at other University Examinations or Boards, and the dates, when known, of such Examinations.

* It was also agreed to and understood by the Commission that Dr. Molloy should be at liberty to call evidence to show the success of the Queen's Colleges by the success or failure of other Colleges. But this to be limited to—say one College, and to be given as a return in writing.

I. *b.* (Dr. Stoney)— It was moved—

That I. *b.* modified, so as to be similar to I. *a.*, be retained in paper of queries.

Moved as amended by Dr. Marston—

That each College give this return if they like so to do.

Resolved—That I. *b.* (Dr. Stoney), be struck out of return form, but that it be received if tendered as evidence.

IV. (Dr. Stoney)—Moved by Dr. Stoney, that this be modified to :—

† Table of fees payable by the students in the several faculties.

ROYAL UNIVERSITY RETURNS.

‡ Those were agreed to as drafted, and printed by Dr. Molloy.

The Secretary was directed to write for the Royal University Regulations, 1884. Also the Examination Results, Royal University, 1883.

A short discussion was held as to whether the heads of the inquiry were to be given to the press for publication. And it was—

Resolved—That the Chairman should first communicate with Sir Robert Hamilton on the matter.

The Commission then proceeded to appoint a shorthand writer.

The Chairman proposed Henry Hunt, Esq., B.L.

Resolved—That Mr. Hunt be appointed shorthand writer to the Commission.

It was decided that the authorities of the Colleges should be consulted as to what time it would be most convenient for them, respectively, to receive the Commission, and also that they should be asked to send in their answers to the return papers as soon as possible in order to allow the inquiry to be held at once.

The Commission adjourned at 6.10 p.m.

R. P. CARTON, Chairman.

N. D. MURPHY, Jun., Secretary.

Saturday, May 17, 1884.

THIRD PRIVATE MEETING.

At a meeting held this day.

Present:—R. P. CARTON, Q.C. in the Chair; Dr. MOLLOY, Dr. STONEY, Professor JACK, Dr. MARSTON.

The Chairman read draft letter to be sent to the Presidents of the Queen's Colleges with the return paper.

Dr. Stoney suggested that the return which at the previous meeting Dr. Molloy was permitted to bring in of—say one College, should be presented in writing, and before a certain day.

After some discussion, it was—

Resolved—That the Minute giving Dr. Molloy such permission should be erased; also the query in the Return Paper for Queen's Colleges, which stood originally as Dr. Stoney's I. *a*, and which as amended, began, "Each college is requested to report, &c."

* At the next subsequent meeting it was decided that both these resolutions should be rescinded and erased, and they were rescinded accordingly—N. D. M.

† This appears in Appendix III., A. No. 1, as XIII.

‡ These appear as No. 6 in Appendix III., A.

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The Chairman read a letter from the Cork Corporation of the 16th May.
Discussion thereon.

Agreed—That such evidence as Cork Corporation may choose to submit be received, provided it be within the scope of the Inquiry—the terms of which the Corporation already have.

Proposed by Dr. Marston, and—

Agreed—That the evidence on the Inquiry be at first at all events confined to the four heads of the warrant.

A discussion took place as to whether the terms of the warrant should not be forwarded to the Presidents of the College
Amendment suggested by Dr. Marston, and—

Agreed to—That before any communication be made to the Colleges or to the Press, the sanction of Sir R. Hamilton be obtained.

And further agreed—That after Sir R. Hamilton's sanction should be obtained slips should be sent to Press stating that meetings had been held, indicating the heads of the Inquiry, and stating further that Return forms had been sent to the Colleges to which answers were expected.

Also resolved—That letters be written to the Presidents of the Queen's Colleges, stating that a Commission had been appointed, and giving the terms of the warrant.

The question as to what Queries were to be marked as "Urgent" was then discussed.

The following Queries were directed so to be marked—A. Queen's College Return Paper—I., II., III., IV., V., VII.

A Query as to "Associates" was proposed by Professor Jack and agreed to—to be marked "Urgent" and numbered XII.

VI. to be marked "Urgent so far only as relates to the years 1882–3 and 1883–4."

It was further—

Resolved—That the Colleges should be asked to give returns within a week, if possible, to all the Queries, if not possible, at least to the Queries marked "Urgent."

Also B.—That the Royal University be likewise asked to give returns to their Query Paper within a week.

The Commission adjourned at 2.30 p.m.

NOTE.—Between May 17 and May 27 the Return Papers were printed and sent out with letters to each of the Queen's College Presidents, and on the latter date all the Colleges had sent in their answers.
A difficulty about their being printed having arisen by reason of H. M. Stationery Office having not yet received authority for the same from the Treasury, the Chairman suggested that on Tuesday, May 27, a meeting should be held of such of the members of the Commission as should then be in Dublin.

R. P. CARTON, Chairman.

N. D. MURPHY, JUN., Secretary.

Tuesday, May 27, 1884.

FOURTH PRIVATE MEETING.

Present:—The CHAIRMAN, Dr. MOLLOY, Dr. STONEY.

A discussion took place as to how the Returns were to be printed, having regard to the delay in the arrival of the Treasury authority.
The Chairman read a copy of a letter he had written to Sir R. Hamilton, urging that authority should be obtained.
It was proposed and—

Resolved—That the Returns be printed at the private expense of the Commission, on their sole responsibility, and not as Government work.

Proposed and—

Agreed to—That Messrs. Thom be employed.

It was agreed—subject to the convenience of the Presidents—that the order of holding the inquiry should be:— Itinerary.

1. Belfast.—To open Tuesday, June 3, at 11 a.m.
2. Cork.—To open Saturday, June 7.
3. Galway—To open Thursday, June 12.

The Secretary to communicate verbally with the Presidents to ascertain whether above dates are convenient.

[NOTE.—The Presidents have agreed to the above dates.] [28. 5. 84.]

The Secretary to prepare and send slips to the Press, stating when the Inquiry was to open; and, also, that the Commissioners would be prepared to hear and take the evidence of any person tendering himself for examination, whose testimony is pertinent to the matter within the scope of the Inquiry.

The Commission adjourned at 5.30 p.m.

(Signed) R. P. CARTON, Chairman.

N. D. MURPHY, Jun., Secretary.

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Tuesday, June 3, 1884.

FIFTH PRIVATE MEETING.

At a meeting of the Commission held this day, at the Imperial Hotel, Belfast, at 9.45 a.m.

Present:—The CHAIRMAN, Dr. MOLLOY, Dr. STONEY, Professor JACK, Dr. MARSTON.

The programme of the Belfast Inquiry was discussed.
The Chairman stated shortly the matters which afterwards in opening the Inquiry he publicly set forth.

Moved by Dr. Molloy—

That it is desirable that the President should be invited to give his evidence.

Moved by Professor Jack—

That the President be given a day to prepare his evidence if he wishes so to do.

Suggested by the Chairman—

That the Commission go through and visit the different departments of the College, at a convenient time.

Suggested by Dr. Molloy—

That the Commission only sit for three hours at a time, or divide its sittings into divisions of two hours each.

Moved by Dr. Marston—

That the Commission do call on the President before opening the Inquiry—ascertain his views, and then proceed to business.

Resolved—That the Commission do call on the President, and invite him to give his evidence; that they then proceed to open the Inquiry, and at a convenient time that they do inspect the College.

A discussion was started by Dr. Molloy on a possible inquiry or return to be obtained as arising out of the Returns already furnished.

Proposed by Dr. Molloy—

That a circular be issued to each of the Students who appear on the lists furnished by the Queen's Colleges, as having gained Scholarships, Exhibitions, &c. (such being not private endowments).

The circular to be as follows:—

I. A statement of the Scholarships you have gained in the Queen's Colleges, setting forth the full title of such Scholarship, the year in which it was awarded, and the subjects of Examination for the Scholarship, under the headings—Greek, Latin, English, French, German, Arithmetic, Algebra, Euclid, &c.

II. A statement of the Examinations for which you have presented yourself up to the present time in the Royal University, setting forth the full title of such Examination, the year in which it was held, and the Honours (if any) which you gained at each—distinguishing between first and second honours.

III. A statement of the several Examinations of the Intermediate Education Board at which you have been examined since June 1st, 1881, setting forth the date of such Examination, the grade, whether Junior, Middle, or Senior, and the place obtained in the order of aggregate merit.

Suggested in addition by the Chairman—

That the circular do contain a statement that the information to be given is not to be published.

This proposal to be decided on—yes, or no—at the next meeting of the Commission.

The Commission adjourned at 10.20 a.m.

R. P. CARTON.

N. D. MURPHY, Jun.

Tuesday, June 3, 1884.

FIRST PUBLIC MEETING.

At a meeting of the Commission held in public at the Queen's College, Belfast, on this day, at 11 o'clock a.m.

Present:—R. P. CARTON, Q.C., in the Chair; Dr. MOLLOY Dr. STONEY, Professor JACK, Dr. MARSTON.

Mr. Hunt the shorthand writer was also in attendance.

The Chairman opened the Inquiry by stating the appointment of the Commission, the object of the Inquiry—that such Inquiry was limited, and what the limit was, and that the Commission would be happy to hear any evidence bearing on the subjects of the Inquiry.

The Commission then proceeded to take evidence.

The following witnesses were examined:—

1. Rev. J. Leslie Porter, M.A., D.D., President, Queen's College, Belfast.
2. Professor Peter Redfern, M.D., F.R.C.S., Professor of Anatomy and Physiology, Queen's College, Belfast.
3. Professor Thomas Wilson Dougan, M.A., Professor of Latin.
4. Randal C. J. Nixon, Esq., M.A., Mathematical Master, Royal Academical Institution, Belfast.
5. Henry R. Parker, LL.B., Head Master, Methodist College.

The Commission adjourned at 5.15 p.m.

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Tuesday, June 3, 1884 (*Evening*).

SIXTH PRIVATE MEETING.

At a meeting of the Commission held this evening, at the Imperial Hotel, Belfast.

Present:—The CHAIRMAN, Dr. MOLLOY, Dr. STONEY, Professor JACK, Dr. MARSTON.

Dr. Molloy drew attention to the offer made by the President, Queen's College, Belfast, during his examination, to furnish a list of students who gained distinctions in after life.

Moved by Dr. Molloy, and—

Resolved—That the following resolution of the Commission be read out at the public meeting to-morrow.

"That Dr. Porter having offered to hand in a list of students of the College who have passed with distinction the examinations of other Universities or Examining Boards, the Commission would desire that he should give in each case the date at which the student left the College and the date as far as may be known at which he passed such Examination."

The Commission then proceeded to discuss the circular proposed by Dr. Molloy at the meeting of this morning with regard to Queen's College students who have gained Scholarships.

Question put—That this circular be sent out.

The Commission divided.

For.	*Against.*
Dr. Molloy,	Dr. Stoney.
The Chairman.	Professor Jack.
	Dr. Marston.

Motion rejected.

Dr. Molloy then proceeded to give typical cases illustrative of what he sought to obtain by the circular last mentioned and referred to the Intermediate Examinations.

Question again put, as to sending out the circular above referred to, with the addition, on the Chairman's suggestion, that the students' names be not disclosed.

The Commission divided.

For.	*Against.*
Chairman.	Dr. Stoney.
Dr. Molloy.	Professor Jack.
	Dr. Marston.

Carried, 3 to 2—That circular be not sent out.

Professor Jack drew attention to certain questions which might be put with regard to Deans of Residences.

Moved by Professor Jack—

That at the meeting to-morrow such questions may be put.

The Commission divided.

For.	*Against.*
Professor Jack.	Chairman.
Dr. Stoney.	Dr. Marston.

Did not vote—Dr. Molloy.

Motion withdrawn.

The Commission adjourned.

R. P. CARTON, Chairman.

N. D. MURPHY, Jun., Secretary.

Wednesday, June 5, 1884.

SECOND PUBLIC MEETING.

At a meeting held this day, in the Library of the Queen's College, Belfast, at the hour of 11 o'clock.

Present:—R. P. CARTON, Q.C., Chairman; Dr. MOLLOY, Dr. STONEY, Professor JACK, Dr. MARSTON.

Mr. Hunt, the shorthand writer, was in attendance.

The taking of evidence by the Commission was resumed.

The following witnesses were examined:—

6. W. K. M'Mordie, Esq., M.D., 17, College-square, east.

Dr. M'Mordie, in the course of his examination, requested the following to be taken down on the minutes:—

"I propose to tender evidence that the teachers who are also Examiners in the Royal University—their income depending on the number of students, and the number of students depending on the success of students, in the Royal University—it is found that under such circumstances students cannot have confidence in such Examiners."

The Commission declined to receive such evidence.

7. Professor James Cuming, M.A., M.D., Professor of Medicine.
8. Rev. William Johnson, D.D.
9. Rev. A. Todd Martin, D.LIT.
10. Thomas Sinclair, Esq., M.A.

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11. Professor John Purser, M.A., M.R.I.A., Professor of Mathematics, and Registrar, Queen's College, Belfast
12. David Taylor, Esq. (now Sir David Taylor), Mayor of Belfast.
13. Samuel Browne, Esq., M.D., J.P., former Mayor of Belfast.
14. W. T. Kirkpatrick, Esq., M.A., Head Master, Lurgan College.
15. J. W. Byers, Esq., M.A., M.D., Member of Staff, Royal Hospital.
16. William Calwell, Esq., M.A., M.D., M.CH.
17. William Ewart, Esq., M.P.

John Purser, Esq., M.A., re-examined.

The Commission adjourned at 5 p.m.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

Thursday, June 5, 1884.

SEVENTH PRIVATE MEETING.

At a meeting of the Commission held this day, at the Imperial Hotel, Belfast, at the hour of 9 a.m.

Present:—R. P. CARTON, Q.C., in the Chair; Dr. MOLLY, Dr. STONEY, Professor JACK, Dr. MARSTON.

Dr. Molloy drew the attention of the Commission to the question of printing the evidence taken before the Commission, and as to how witnesses' corrections were to be made, and what corrections were to be allowed to be made—and as to whether a letter should not be written, enclosing the proof copy of evidence to each witness, stating what corrections would be allowed.

Resolved—That no decision be come to on this question until after the Chairman had ascertained the practice on the matter.

[Here Dr. Marston and Professor Jack retired for the purpose of visiting certain of the Belfast hospitals].

The Secretary was directed to write for a complete set of the Intermediate Examination Results from 1879.

The meeting adjourned at 9.20 a.m.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

Thursday, June 5, 1884.

THIRD PUBLIC MEETING.

At a meeting of the Commission held this day at Queen's College, Belfast

Present:—R. P. CARTON, Q.C., in the Chair; Dr. MOLLOY, Dr. STONEY, Professor JACK.

Mr. Hunt, the shorthand writer, was in attendance.

NOTE.—Professor Jack and Dr. Marston were engaged this morning in visiting the Belfast hospitals—Dr. Marston continuing his visit until the time he joined the rest of the Commission at the Queen's College.

The Commission proceeded with the taking of evidence.

The following witnesses were examined:—

18. Professor A. L. Meissner, PH.D., Professor of Modern Languages.

Dr. Stoney asked a question "as to the fairness of an Irish student having to compete with German students in German, and French students in French."

The Chairman objected to this question.

The Commission divided.

For allowing the question.	*Against.*
Dr. Stoney.	Chairman.
Professor Jack.	Dr. Molloy.

The Chairman gave his casting vote against the question, and

The question was disallowed.

19. Professor T. Hastings Crossley, Professor of Greek, examined.
Professor John Purser, M.A., re-examined.
20. Professor C. D. Yonge, Professor of History and English Literature, examined.

Dr. Marston here joined the Commission.

21. Rev. W. D. Killen, President of the Assembly College.
22. Professor John F. Hodges, M.D., F.C.S., Professor of Agriculture.
23. Professor Alexander Gordon, M.D., Professor of Surgery.
24. Professor John Park, M.A., Professor of Logics and Metaphysics.
25. John Whitla, Esq., M.D., Secretary, Royal Hospital.
26. W. A. M'Keon, Esq., M.D., Surgeon, Eye, Ear and Throat Hospital.
27. J. W. Smith, Esq., M.D., Physician, Royal Hospital.
28. Henry O'Neill, Esq., M.D.

Return of Scholarship Marks handed in—

29. Joseph Nelson, Esq., M.D.
30. John Fagan, Esq., F.R.C.S.I.
31. Professor E. A. Letts, PH.D., F.R.S., Professor of Chemistry.
32. Professor R. O. Cunningham, M.D., Professor of Natural History, Geology, and Botany.
33. Professor Joseph D. Everett, M.A., D.C.L., F.R.S., Professor of Natural Philosophy.

The Secretary was directed to communicate with Dr. Porter with reference to informing Professors Graham and Fuller when to attend in Dublin for Examination.

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34. John Wylie, Esq., Bursar of the College, examined.
35. Rev. H. Henry, President, St. Malachy's College, Belfast.
36. Rev. J. O'Laverty, P.P., Holywood.
37. Rev. J. Conway, Dean of St. Malachy's College.
Professor Peter Redfern, re-examined.
38. Professor R. F. Dill, M.D., Professor of Midwifery.
39. Henry Whitaker, Esq., M.D.
Rev. J. Leslie Porter, re-examined.

The Chairman made a statement in closing the Inquiry, and
The Commission adjourned at 3.30 p.m.

NOTE.—Two members of the Commission—Professor Jack and Dr. Marston—remained behind in Belfast after the rest of the members of the Commission had left, for the purpose of visiting the hospitals of Belfast. Having inspected the hospitals on Friday, June 6th, and having taken the evidence of (40) Professor J. Seaton Reid, Professor of Materia Medica, Professor Jack and Dr. Marston rejoined the remaining members of the Commission in Dublin.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

Saturday, June 7, 1884.

EIGHTH PRIVATE MEETING.

At a meeting of the Commissioners held this day, at the Imperial Hotel, Cork, at the hour of 11 o'clock.

Present:—R. P. CARTON, Q.C., in the Chair; Dr. MOLLOY, Dr. STONEY, Professor JACK, Dr. MARSTON.

A discussion arose as to how the minutes should be kept. The Secretary was directed to keep a record of all that is done at the Commission or meetings thereof, and all special matters arising at meetings of which the Secretary may be desired to take a note.

Adjourned at 11.25.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

Saturday, June 7, 1884.

FOURTH PUBLIC MEETING.

At a meeting of the Commission held this day, at the Queen's College, Cork, at the hour of 12 o'clock.

Present:—R. P. CARTON, Esq., Q.C., in the Chair; Dr. MOLLOY, Dr. STONEY, Professor JACK, Dr. MARSTON.

Mr. Hunt, the shorthand writer, was in attendance.

William K. Sullivan, Esq., PH.D., President of the Queen's College, Cork, introduced a deputation of the Cork Corporation.

Alexander McCarthy, Esq., Town Clerk, attended with a committee of the Town Council, and handed in a resolution of that body.

William Shaw, Esq., M.P., presented a memorial signed by inhabitants of Cork, and also a resolution of Graduates of the Queen's College, Cork, with signatures thereto.

Dr. Sullivan introduced a deputation of Graduates of the college.

The Chairman having replied, both deputations retired.

The Commission then proceeded to take evidence.

The following witnesses were examined:—

41. Professor William K. Sullivan, PH.D., President, Queen's College, Cork.
42. William Ridgeway, Esq., M.A., Fellow of Gonville and Caius College, Cambridge, Professor of Greek, Queen's College, Cork.
43. Professor Bunnell Lewis, M.A., F.S.A., Professor of Latin.
44. Professor John C. Malet, M.A., F.R.S., Professor of Mathematics.
45. Professor Owen O'Ryan, D.LIT., Professor of Modern Languages.

The Commission adjourned at 5.45.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

Monday, June 9, 1884.

NINTH PRIVATE MEETING.

At a meeting of the Commission held this day, at the Imperial Hotel, Cork, at the hour of 9 o'clock.

Present:—R. P. CARTON, Q.C., in the Chair; Dr. MOLLOY, Dr. STONEY, Professor JACK, Dr. MARSTON.

The minutes of previous meetings were read and signed. A discussion took place with regard to certain point of evidence relating to head No. 4 of the Inquiry.

The Commission adjourned at 9.30 a.m.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

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Monday, June 9, 1884.

FIFTH PUBLIC MEETING.

At a meeting of the Commission held this day, at the Queen's College, Cork, at the hour of 10 a.m.

Present:—R. P. CARTON, Esq., Q.C., in the Chair, Dr. MOLLOY, Dr. STONEY, Professor JACK, Dr. MARSTON. Mr. Hunt, the shorthand writer, was in attendance.

The taking of evidence by the Commission was resumed.
The following witnesses were examined:—

46. Professor Denis C. O'Connor, M.D., LL.D., Professor of Medicine.
47. Professor Stephen O'Sullivan, M.D., M.CH., F.R.C.S.I., Professor of Surgery.
48. Professor J. J. Charles, M.A., D.SC., M.D., F.R.U.I., Professor of Anatomy and Physiology.

Dr. Stoney asked this witness "Has the published award of the Royal University been in every instance that which was made by the Examiners, *i.e.*, was the award made by the Examiners altered."

Question objected to by the Chairman, and question was disallowed by Commission.

Dr. Charles, during his Examination referred to the Report for 1874, of the Board of Visitors of the Medical Council.

With regard to extracts read by the Chairman from this last mentioned report.

Professor Jack objects to these extracts having been read out by the Chairman as not bearing on the subject of the inquiry.

49. E. R. Townsend, Esq., M.D., Secretary to the South Infirmary and County of Cork General Hospital, and one of the Physicians thereof.

The Witness handed in a Report of the Infirmary for the past year.

50. P. J. Cremen, Esq., M.D., one of the Physicians of the North Infirmary.
51. Professor Henry Corby, M.D., M.CH., Professor of Midwifery.
52. Jeremiah Cotter, Esq., M.D., Extraordinary Physician, Cork Fever Hospital.
53. C. Y. Pearson, Esq., M.D., Assistant Surgeon, North Infirmary.
54. Professor George F. Armstrong, M.A., D.LIT., F.R.U.I., Professor of History and English Literature.
55. Professor Alexander Jack, M.A., Registrar of Queen's College, Cork, and Professor of Engineering.

The witness handed in a Return of the Scholarship Marks, Queen's College, Cork, 1876–1883. Also Tabular analysis of position of Students now reading in the College.

56. Edmund Arblaster, Esq., M.A., Cantab., Master, Cork Grammar School.
57. Arthur A. Sandford, Esq., M.D., M.CH., Surgeon, Cork Ophthalmic and Aural Hospital.

The Commission adjourned at 5.45 p.m.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

Tuesday, June 10, 1884.

TENTH PRIVATE MEETING.

At a meeting of the Commission held this day, at Imperial Hotel, Cork, at 9 a.m.

Present:—R. P. CARTON, Q.C., in the Chair; Dr. MOLLOY, Dr. STONEY, Professor Jack and Dr. MARSTON.

The heads of evidence proposed to be given by the Rev. Dean Webster were considered.

It was resolved that except so far as the proposed evidence was conversant with the secular education in the College, the same should not be received.

Dr. Molloy handed in a return of marks at the examination in Political Economy in the Queen's College, Belfast, from 1868–9 to 1882–3, evidence which he had received in a private letter from Professor Park.

The Secretary was directed to write to have such returns forwarded officially to the Commissioners through the Registrar of the College.

A table was received by the Secretary from Professor Redfern comparing fees paid by medical students of Queen's College, Belfast, under Queen's University and Royal University systems.

The Commissioners adjourned at 9.20 a.m.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

Tuesday, June 10, 1884.

SIXTH PUBLIC MEETING.

At a meeting of the Commissioners held this day, at the Queen's College, Cork.

Present:—R. P. CARTON, Q.C., in the Chair; Dr. MOLLOY, Dr. STONEY, Professor JACK.

Mr. Hunt, the shorthand writer, was in attendance.

The taking of evidence by the Commission was resumed.

The following witnesses were examined:—

Professor John C. Malet was recalled.

58. Professor John England, M.A., Professor of Natural Philosophy.
59. Professor Richard Horner Mills, M.A., LL.D., Professor of Jurisprudence and Political Economy.
60. Denis M. Keogh, Esq., M.A.
61. Very Rev. J. J. Canon Coghlan, D.D., P.P., President of Saint Finn Barr's College, Cork.

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Dr. Marston joined the Commission at 12.50, having been engaged during the morning in visiting the Cork Hospitals.

62. Rev. H. Hutch, President of St. Colman College, Fermoy.
63. Rev. J. D. Burke, Superior, Christian Brothers' School, Cork.
64. Edmund Hogan, Esq., Ex-Head Master, Intermediate School, Skibbereen.
65. Very Rev. Dean Webster, D.D.
66. Thomas Farrington, Esq., M.A., F.C.S.
67. Professor Marcus M. Hartog, M.A., D.SC., F.L.S., Professor of Natural History, Zoology, Botany, and Geology.

Professor Jack was here recalled and examined.

68. Professor Maxwell Simpson, F.R.S., LL.D., D.SC., M.D., F.R.U.I., Professor of Chemistry.
69. William B. Harrington, Esq.

Professor O'Ryan was here recalled.

70. Patrick Blackall, Student.

The witness handed in statement as part of his evidence.

71. Michael James M'Mullan, Esq., B.E.
72. James Magner, Student.

Dr. Sullivan, President, was re-examined.
Professor Stephen O'Sullivan was recalled.
Professor Charles tendered some explanations.

73. Daniel O'Callaghan, Esq., B.A., R.U.I.
74. David Smith, Student, Queen's College, Cork.
75. William A. Whitelegge, Esq., B.A., R.U.I.

The Chairman made a statement in closing the Public Inquiry and

The Commission then retired into the Council Chamber, for the purpose of taking evidence in private as to the fees charged in connection with the supply of subjects.

James Magner was further examined.
The witness is to send in statement as to certain evidence.
Professor Charles was then called in and examined and

The Commission adjourned at 8.20.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

NOTE.—This morning Professor Jack and Dr. Marston visited some of the Cork Hospitals, Dr. Marston continuing his visit until the time he joined the rest of the Commission at Queen's College, Cork.

Thursday, June 12, 1884.

ELEVENTH PRIVATE MEETING.

At a meeting of the Commission, held this day, at the Railway Hotel, Galway, at the hour of 11 o'clock.

Present:—R. P. CARTON, Esq., Q.C., in the Chair; Dr. MOLLOY, Dr. STONEY, Professor JACK, Dr. MARSTON.

The minutes of the last two public and last two private meetings were read and signed.
A discussion took place as to whether the whole Report of the British Medical Council Visitors, referred to by Professor Charles in his Examination at Cork, should be received as evidence.
Question to stand over for future meeting.
The Chairman read a letter from Rev. Mr. Dougherty, Magee College.
The question as to what reply should be sent to stand over.

The Commission adjourned at 11.30.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

Thursday, June 12, 1884.

SEVENTH PUBLIC MEETING.

At a meeting of the Commission, held this day, at the Queen's College, Galway, at the hour of 12 o'clock.

Present:—R. P. CARTON, Esq., Q.C. in the Chair; Dr. MOLLOY, Dr. STONEY, Professor JACK, Dr. MARSTON, Mr. Hunt, the shorthand writer, was in attendance.

The Chairman made a statement in opening the Inquiry.
The President of the Queen's College, Galway, proceeded to introduce a deputation of the Galway Town Commissioners, when—
Major Lynch requested the Commission to fix a time for receiving the deputation, as all the members thereof were not then present, and—
The Chairman intimated that the Commission would receive the deputation on the next (Friday) morning.
The Commission then proceeded to take evidence.

The following witnesses were examined—

76. Thomas William Moffett, Esq., LL.D., D.LIT., President of the Queen's College, Galway, and Professor of History, English Literature, and Mental Science.

The Secretary was directed to give witness copy Resolution passed by Commission at a private meeting held on Wednesday, June 4th, referring to after life distinctions of students.
The witness read and handed in a copy of certain correspondence.

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77. Professor Joseph P. Pye, M.D., M.CH., D.SC. Professor of Anatomy and Physiology.

The witness handed in a table as part of his evidence; also a report signed by himself and Drs. Browne and Kinkead.

78. Professor James V. Browne, M.D., L.R.C.S.I., Professor of Surgery.
79. Professor John Isaac Lynham, M.D., M.CH., Professor of Practice of Medicine.
80. Professor Nicholas W. Colohan, M.D., M.CH., Professor of Materia Medica.
81. Professor Richard John Kinkead, B.A., M.D., Professor of Midwifery and one of the Lecturers on Medical Jurisprudence.

The Commission adjourned at 6.30 o'clock.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

Thursday, June 12, 1884.

TWELFTH PRIVATE MEETING.

At a meeting of the Commission held this evening, at the Railway Hotel, Galway, at 9 p.m.

Present:—R. P. CARTON, Esq., Q.C. in the Chair; Dr. MOLLOY, Dr. STONEY, Professor JACK, Dr. MARSTON.

It was resolved that the Commission do open their Public Sittings in Dublin at the offices of the Commissioners, La Touche's Bank, Castle-street, on Saturday the 21st day of June, at the hour of 12 o'clock.

It was also resolved that the report of the British Medical Council Visitors, 1874, referred to in Dr. Charles' evidence at Cork, be received as part of his evidence, and that Dr. Moffett be at liberty to make any explanation he may think fit, with reference to this report.

The question of the reply to Rev. Mr. O'Dougherty's letter, referred to in last private meeting, was considered.

A draft letter was prepared by the Chairman, and handed to the Secretary.

The Commission adjourned at 9.30 p.m.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

Friday, June 13, 1884.

EIGHTH PUBLIC MEETING.

At a meeting of the Commission held this day, at the Queen's College, Galway, at the hour of 11 o'clock.

Present:—R. P. CARTON, Esq., Q.C., in the Chair; Dr. MOLLOY, Dr. STONEY, Professor JACK.

NOTE.—Professor Jack and Dr. Marston were engaged this morning in visiting the Galway Hospitals, Dr. Marston continuing his visit until the time he subsequently joined the rest of the Commission at the Queen's College.

Mr. Hunt, the shorthand writer, was in attendance.

The President of the Queen's College introduced a deputation of the Galway Town Commissioners.
Major Wilson Lynch read and handed in a resolution of the Town Commissioners.
The Chairman replied to the deputation.
The taking of evidence by the Commission was resumed.

The following witnesses were examined:—

82. Professor John Fletcher Davies, M.A., D.LIT., Professor of Latin.

Dr. Marston joined the Commission at 12.15 having visited the Galway Hospitals.

83. Professor D'Arcy W. Thompson, M.A., D.LIT., Professor of Greek.
Professor Joseph P. Pye was here recalled.
84. Professor George Johnston Allman, LL.D., D.SC., F.R.S., Professor of Mathematics and Bursar of the College.
85. John Henry Harrison, Esq., M.A.
86. Professor Edward Townsend, Esq., M.A., D.SC., Professor of Engineering and Registrar of the College.
87. Professor R. J. Anderson, Professor of Biology, Midwifery, and Geology.
88. Professor Joseph Larmor, M.A., D.SC., Professor of Natural Philosophy.]

The Commission adjourned at 6.15.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

Saturday, June 14, 1884.

NINTH PUBLIC MEETING.

At a meeting of the Commission held this day, at the Queen's College, Galway, at the hour of 10 a.m.

Present:—R. P. CARTON, Q.C., in the Chair; Dr. STONEY, Dr. MOLLOY, Professor JACK, Dr. MARSTON.

Mr. Hunt, the shorthand writer, was in attendance.

The taking of evidence by the Commission was proceeded with.

The following witnesses were examined:—

89. The Most Rev. Thomas J. CARR, D.D., Bishop of Galway and Kilmacduagh.
90. Rev. T. Kenny, S.J., Rector of the Jesuit College, Galway.
91. Professor Thomas H. Rowney, PH.D., D.SC., Professor of Chemistry.

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Professor Larmor was re-examined, and handed in a statement of the course of his class work.
Professor Allman was re-examined, and handed in a Table of the Pass and Honor Mathematical Classes for the past five years.
Professor Pye was re-examined.
The Registrar handed in to the Secretary two Returns showing the number of students of the Queen's College, Galway, who passed the Royal University Examinations in 1882 and 1883, distinguishing the several faculties and examinations.
Also a corrected copy of the Queen's College, Galway, Returns.

92. James Perry, Esq., B.E., County Surveyor, West Riding of Galway.
93. James A. Campbell, Esq., M.A.

The President was re-examined.

The Chairman made a statement in closing the Inquiry.
The President replied and—
The Inquiry was concluded at 2 p.m.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

Saturday, June 21, 1884.

THIRTEENTH PRIVATE MEETING.

Present:—R. P. CARTON, Esq., Q.C., in the Chair; Dr. MOLLOY, Dr. STONEY, Professor JACK, Dr. MARSTON.

At a meeting of the Commission held this day, at the offices of the Commission, at the hour of 11.15 o'clock.
A discussion took place as to what directions should be given to witnesses in sending them their proof of evidence for revision.
The Secretary was directed to obtain the Treasury circular sent to Messrs. Thom, and dealing with correction of witnesses' evidence.
The Commission adjourned at 11.55.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

Saturday, June 21, 1884.

TENTH PUBLIC MEETING.

At a meeting of the Commission held this day, at their offices, at the hour of 12 o'clock.
Present:—R. P. CARTON, Esq., Q.C., in the Chair; Dr. MOLLOY, Dr. STONEY, Professor JACK, Dr. MARSTON.
Mr. Hunt, the shorthand writer, was in attendance.
The taking of evidence by the Commission was continued.
The following witnesses were examined:—

94. Very Rev. William J. Canon Walsh, D.D., President of St. Patrick's College, Maynooth.
The witness handed in a table of comparative results as part of his evidence.
95. Arthur Hill Curtis, Esq., LL.D., D.Sc., Assistant Commissioner of Intermediate Education.
96. Professor H. Brougham Leech, M.A., Professor of Jurisprudence and International Law, T.C.D., and Deputy Professor of Feudal and English Law, T.C.D.

The Secretary was directed to obtain copies of the report of the Queen's Colleges Commission 1876–7, of which witness was Secretary.

97. Alexander Anderson, Esq., M.A.

The Commission adjourned at 4 p.m.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

Monday, June 23, 1884.

ELEVENTH PUBLIC MEETING.

At a meeting of the Commission held this day, at the Office of the Commission, at 11 o'clock, a.m.
Present.—R. P. CARTON, Esq., Q.C., in the Chair; Dr. MOLLOY, Dr. STONEY, Professor JACK, Dr. MARSTON
Mr. Hunt, the shorthand writer, was in attendance.
The taking of evidence by the Commission was proceeded with.
The following witnesses were examined.

98. Professor Robert Yelverton Tyrrell, M.A., F.T.C.D., Regius Professor of Greek, T.C.D.
99. W. Thornley Stoker, Esq., M.D., F.R.C.S.I.
100. Professor D. J. Cunningham, M.D., Professor of Anatomy and Surgery, T.C.D.
101. Professor Thomas Maguire, M.A., F.T.C.D., Professor of Moral Philosophy, T.C.D.
102. Rev. J. E. Reffé, French College, Blackrock.
103. Professor William Graham, M.A., Professor of Jurisprudence and Political Economy, Queen's College, Belfast.

The Commission adjourned at 5 p.m.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

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Monday, June 23, 1884.

FOURTEENTH PRIVATE MEETING.

At a meeting of the Commission held this afternoon, at the offices of the Commission, at the hour of 5 p.m.

Present:—R. P. CARTON, Esq., Q.C., in the Chair, and all the rest of the Commissioners.

The Chairman read a letter from Dr. Magner, Cork Workhouse.
An answer was settled and written by the Chairman.
The Chairman read a letter from A. J. C. Allen, Esq., M.A., which had been received by Professor Jack.

It was resolved that the Secretary should reply to it, to the effect that the Commission after careful consideration have come to the conclusion that they can only receive written statements of evidence from such witnesses as present themselves for examination.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

Tuesday, June 24, 1884.

TWELFTH PUBLIC MEETING.

At a meeting of the Commission held this day, at their offices, at the hour of 10 o'clock.

Present:—R. P. Carton, Q.C., in the Chair; Dr. MOLLOY, Dr. STONEY, Professor JACK, Dr. MARSTON.

Mr. Hunt the shorthand writer was in attendance.

The taking of evidence by the Commission was resumed.

The following witnesses were examined:—

104. Rev. William Delany, S.J., President, University College, Stephen's-green.
105. James J. Shaw, Esq., M.A.
106. William Thomson, Esq., M.D.

The Commission adjourned at 2 o'clock.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

Tuesday, June 24, 1884.

FIFTEENTH PRIVATE MEETING.

At a meeting of the Commission held this day.

Present:—R. P. CARTON, Q.C., in the Chair; Dr. MOLLOY, Dr. STONEY, Professor JACK, Dr. MARSTON.

Dr. Whitla's letter and tables relating to the Belfast Hospital, and Dr. M'Keown's letter with reference thereto, and his table were considered.
The Secretary was directed to write to Dr. Whitla to the effect that his Table I. would be accepted as part of his evidence, and to Dr. M'Keown, acknowledging his letter.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

Wednesday, June 25, 1884.

THIRTEENTH PUBLIC MEETING.

At a meeting of the Commission held this day, at their offices, at the hour of 10.30 a.m.

Present:—R. P. CARTON, Esq., Q.C., in the Chair; Dr. MOLLOY, Dr. STONEY, Professor JACK, Dr. MARSTON.

Mr. Hunt, the shorthand writer, was in attendance.

The taking of evidence by the Commission was resumed.

The following witnesses were examined:—

107. Michael Buckley, Esq.
The witness handed in a list of names.

108. Honorable Thomas Taylor Allen, Legal Remembrancer, and Member of the Legislative Council of Bengal.
The President, Queen's College, Cork, was again examined.
Rev. J. E. Reffé, re-examined.
109. W. J. M. Starkie, M.A., University College.
110. Charles F. Knight, Esq., M.D.
111. William Edward Ellis, Esq., B.A., LL.B.
112. J. J. Lynch, Student.
113. John Roche, Esq., M.D., Mount Clarence, Kingstown.
Witness handed in copy *Medical Times*, also a list of names.

114. Mr. Edward F. Hanrahan, Matriculated Student, Queen's College, Galway.

The Commission adjourned at 2.30 p.m.
After the Public Meeting certain evidence was taken in private.
Jos. J. Lynch, Student, examined.

The Secretary was directed to write for six copies of House of Commons' Return No. 110, ordered to be printed 1st April, 1884, Anatomy Students, Queen's College, Cork, 1882-3.

Adjourned at 3.20 p.m.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

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Thursday, June 26, 1884.

FOURTEENTH PUBLIC MEETING.

At a meeting of the Commission, held this day, at their offices, at the hour of 11 o'clock.

Present:—R. P. CARTON in the Chair; DR. MOLLOY, DR. STONEY, Professor JACK, DR. MARSTON.

Mr. Hunt, the shorthand writer, was in attendance.

The taking of evidence by the Commission was proceeded with.

The following witnesses were examined:—

M. Buckley, Esq., re-examined.
The witness proved and handed in two telegrams.

115. Alexander Smith, Esq., M.D., Parliament-street, Dublin.
Very Rev. William J. Canon Walsh, re-examined.
116. H. Macnaughton Jones, Esq., M.D. 141, Harley-street, London.

The Commission adjourned at 1.30 until further notice.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

Thursday, June 26, 1884.

FIFTEENTH PRIVATE MEETING.

At a meeting of the Commission held this day, at their office, at the hour of 1.45 p.m.

Present:—R. P. CARTON, Esq., Q.C. in the Chair; and the rest of the Commissioners.

The minutes of previous meetings were read and signed. A discussion took place as to the corrections to be made by the members of the Commission, of their question, as appearing in the proofs of evidence.

It was resolved that three distinct sets of proofs would be required.

1. Original proof from shorthand notes.
2. Proofs with questions corrected.
3. Proofs with witnesses' evidence corrected.

The Secretary was directed to keep a copy of each of these documents. Also of such others as may be deemed material.

Twelve copies of each set of proofs to be obtained from printer.

A discussion took place as to what corrections were to be allowed to witnesses in revising their proofs of evidence, and what directions should be given to them when sending out their proofs.

The Secretary was directed to send the original proofs from the shorthand notes to the several members of the Commission according as they come in from the printer. Then to send the proofs as corrected by the Commissioners to each witness for his correction. The Secretary to peruse witnesses' revises, and should they or any of them appear to be materially altered, to bring such revise before the resident members of the Commission. If resident members are unanimous as to the proceedings to be taken thereon—in that case the absent members of Commission agree to be bound. If resident members be not unanimous, then Secretary is to lay the matter before each of the absent members, stating that resident members are divided in opinion and asking his vote and opinion on the matter.

The same rule to apply to any other question.

It was moved by Dr. Molloy, and—

Resolved—That the following return be obtained from the Royal University, with regard to students of the Queen's Colleges who gained Scholarships and Exhibitions of the Royal University—

"A list of cases in which the amount paid to such students was reduced in consideration of the Scholarships or Exhibitions which they held in the Queen's Colleges in accordance with the 'University Education (Ireland) Act, 1879,' sec. 9, sub-sec. 4, and the amount of the reduction in each case."

It was moved by Dr. Molloy, and—

Resolved—That each of the Queen's Colleges be asked for a return for each of the five years 1877 to 1881 of the number of students of the Queen's Colleges, that presented themselves, and the number that passed each of the various Examinations of the Queen's University, as follows:—

Examination known as First University Examination in Arts.	M.Ch. Examination.
B.A. Examination.	Examination for Diploma in Midwifery.
M.A. Examination.	Examination for Diploma of Elementary Law.
First University Examination in Medicine.	LL.B. Examination.
Second University Examination in Medicine.	LL.D. Examination.
M.D. Examination.	First University Examination in Engineering.
	Degree Examination in Engineering.

The Secretary was directed to write when enclosing the return form saying that the Commission would be obliged for an answer if it still be in the power of Presidents to give such information, and if not, to kindly indicate where information could be obtained.

It was moved by Professor Jack, and seconded by Dr. Marston, and—

Resolved—That the suggestion given at the end of Secretary's Treasury instructions be adopted as and for directions to witnesses, extending however the time for returning the proofs to ten days.

Commission adjourned at 3 o'clock.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

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Thursday, July 10, 1884.

SIXTEENTH PRIVATE MEETING.

At a meeting of the Commission held this day at the offices.

Present:—R. P. CARTON, Q.C., in the Chair; Dr. MOLLOY, Dr. STONEY.

A discussion took place as to printing certain parts of the documentary evidence handed in during the course of the Inquiry.

A number of documents and tables were ordered to be printed at once, and copies struck off for the use of the Commission. See list A, appended, Nos. 1–5, 8, 11, 12, 12A, 13, 15 (table I. only), 17, 18.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

The following is LIST A, referred to—

LIST of DOCUMENTARY EVIDENCE furnished by QUEEN'S COLLEGE, BELFAST.

1–5. Returns I. to XIII., to original query sheet sent to College. No. XI. not supplied.
6. Table of Queen's College, Belfast, students, 1860–84. By Redfern, Professor.
7. Comparative table of fees. Redfern.
8. Table explaining academic mark, "Q." in Return I.
9. Table of students in different faculties, 1879–84.
10. Professors' fees for five years ending 1884.
11. Comparison of fees in the Queen's University and Royal University.
12. Sundry after life distinctions at other Universities.
12A. List of Belfast scholars with their after life distinctions.
13. Supplement to President's evidence.
14. Scholarship marks, 1882–3, and 1883–4.
15. Report, Belfast Royal Hospital, 1883.
16. Tables of Hospitals used for clinical teaching, "I." and "II."
17. Class roll, 1874–84.
18. List of class fees, 1874–84.
19. Address of Dr. M'Keown.

Wednesday, July 16, 1884.

SEVENTEENTH PRIVATE MEETING.

At a meeting of the Commission held this day at their offices, 14, Castle-street.

Present:—R. P. CARTON, Q.C., in the chair; Dr. MOLLOY, Dr. STONEY.

The documentary evidence handed in was further considered. A selection was made of certain of the documents handed in at Cork and Galway.

The secretary was directed to expedite, if possible, the printing of the proofs of evidence.

The secretary was directed to submit to Dr. Marston and Professor Jack, the question with reference to the four lists of after life distinctions handed in by the presidents:—1. Whether such returns should be printed at once. 2. Whether the discussion of this question should stand over for a full meeting of the Commission. The secretary was directed to apply for copies of No. 8 list B.

R. P. CARTON.

N. D. MURPHY, Jun.

See lists B and C appended.
List B, 6, 7, and 9.
List C, 1, 4, 6, 7, 8.

LIST "B."

LIST of DOCUMENTARY EVIDENCE furnished by QUEEN'S COLLEGE, CORK.

1. List of Queen's College, Cork, students with their after life distinctions.
2. List of Queen's College, Cork, scholars with their after life distinctions.
3. Report of Visitors, Queen's College, from General Medical Council, 1874.
4. Report of Cork South Infirmary, 1884.
5. Abstract of Cork scholarship marks.
6. Analysis of students now (1884), in books of College.
7. Table and statement of Mr. P. Blackall.
8. Heads of evidence tendered by Dean Webster.
9. Diagram showing fluctuations of Queen's University students.
10. Cork Fever Hospital report.
11. Cork Eye and Ear Hospital report.
12. Cork North Infirmary report.

LIST "C."

LIST of DOCUMENTARY EVIDENCE furnished by QUEEN'S COLLEGE, GALWAY.

1. List of after life distinctions.
2. Report handed in by Dr. Kinkead.
3. Table of scholarship marks for past four years.
4. Statement of course of work—experimental physics.
5. Table of pass and honors, mathematical class—past four years.
6. Number of students passing Royal University Examinations in 1882 and 1883.
7. Return of number of students passing Sessional Examinations previous to 1883.
8. Copy of Queen's letter, December, 1882.
9. Analysis of patients, &c., in county Galway Infirmary.
10. Statement of Explanatory of Obstetric Museum.

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Monday, July 21, 1884.

EIGHTEENTH PRIVATE MEETING.

At a meeting of the Commission held this day, at their offices, 14, Castle-street.

Present:—R. P. CARTON, Esq., Q.C., Dr. MOLLOY, Dr. STONEY.

Dr. Stoney stated with reference to the report of the Queen's College Commission, 1876, which the Stationery Office were unable to supply, that the Under Secretary had in his possession some copies which he would be willing to send to the Commission.

The Secretary was directed to write to the Under-Secretary requesting him to lend—say, three copies—stating that Commission considered that such report would be most useful to them.

On the motion of Chairman, it was resolved that any table or document which any one member of the Commission considers material to be printed shall be printed.

The Commission then selected certain portions of the documentary evidence handed in in Dublin and ordered the same to be printed.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

See List D. annexed, Nos. 1 and 9.

LIST "D."

LIST of DOCUMENTARY EVIDENCE furnished by WITNESSES, who were examined at the DUBLIN SITTINGS of the COMMISSION.

1. Ten tables handed in by Dr. Walsh.
1A. Additional facts referred to in Dr. Walsh's evidence.
2. Returns of French College, Blackrock, analogous to Queen's College query. Answers I. 1, 2, 3, 4.
3. Comparative table. Scholarships at Royal University; Blackrock, and Queen's Colleges.
4. Do., Exhibitions, Honours and Scholarships; Blackrock and Queen's College.
4A. Summary, Exhibitions, Honours and Scholarships, gained by Blackrock College.
} Fr. Refft.
5. After life distinctions, Blackrock Students.
6. Letter of Personal Explanation, J. J. Hanly.
7. Extract from *Medical Times*, March 8, 1884. Handed in by Dr. Roche.
8. Two telegrams—Handed in by Mr. Buckley.
9. Father Delany's Tables.

Monday, July 28, 1884.

NINETEENTH PRIVATE MEETING.

At a meeting of the Commission held this day.

Present:—R. P. CARTON, Esq., Q.C., Dr. MOLLOY.

Letters were read from Professor Jack and Dr. Marston, to the effect that in their opinion the after life distinction lists should be printed.

A discussion then took place as to the form in which such lists should be printed. And it was resolved that the lists be printed in the form in which they have been sent in.

R. P CARTON.

N. D. MURPHY, Jun., Secretary.

List A, 12 and 12A.
" B, 1 and 2.
" C, 1.
All to be printed.

Monday, August 4, 1884.

TWENTIETH PRIVATE MEETING.

At a meeting of the Commission held this day at their offices.

Present:—R. P. CARTON, Esq., Q.C., Dr. MOLLOY, Dr. STONEY, Dr. MARSTON.

The Commissioners commenced the consideration of certain matters as to the form of their Report.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

Wednesday, August 6, 1884.

TWENTY-FIRST PRIVATE MEETING.

At a meeting of the Commission held this day at their offices.

Present:—R. P. CARTON, Esq., Q.C., Dr. MOLLOY, Dr. STONEY, Dr. MARSTON.

The Chairman read a letter from John S. M'Ardle, Esq., F.R.C.S.I.

The Chairman to write to Dr. M'Ardle and also to Drs. Banks and Cruise, and fixing to-morrow (Thursday) 12 o'clock, for their examination before the Commission.

The Commission then proceeded with the consideration of their Report.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

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Thursday, August 7, 1884.

TWENTY-SECOND PRIVATE MEETING.

At a meeting of the Commission held this day at their offices.

Present:—R. P. CARTON, Esq., Q.C., Dr. MOLLOY, Dr. STONEY, Professor JACK, Dr. MARSTON.

The consideration of the Report was continued.

The Secretary was directed to enclose certain parts of Dr. M'Mordie's evidence and Dr. Porter's to the Secretaries of the Royal University, with a view to the authorities of the Royal University taking such steps in reference thereto as to them should seem fit.

Proposed by Dr. Molloy, that the Secretary in forwarding Drs. M'Mordie and Porter's evidence to the Secretaries, Royal University, in reference to the unfair practices alleged to have been tolerated at the Examinations of the Royal University, should add—

That the Commission wished to give the Secretaries of the Royal University an opportunity of making any statement in reference to these allegations that they may think fit.

Suggested by Dr. Marston, and—

Carried—That the evidence be sent with the intimation, as stated above, that the authorities of the Royal University might take such steps as they thought fit.

Proposed by Dr. Molloy and—

Carried—That Dr. Moffett be asked for a return, showing the number of students from each of the four Provinces in the Faculty of Arts in the Queen's College, Galway, during the Academical years, 1882–3 and 1883–4.

The Commission adjourned.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

Thursday, August 7, 1884.

FIFTEENTH PUBLIC MEETING.

At a meeting of the Commission held this day in their public room—offices 14, Castle-street.

Present:—R. P. CARTON, Q.C., and the rest of the Commissioners.

Mr. Hunt, the shorthand writer, was in attendance.

The Commissioners proceeded to take additional evidence.

117 J. T. Banks, Esq., M.D., F.R.C.S.I. was examined.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

Saturday, August 9, 1884.

TWENTY-THIRD PRIVATE MEETING.

At a meeting of the Commission held this day.

Present:—R. P. CARTON, Esq., Q.C., and all the Commissioners.

The Secretary was directed to have printed a statement handed in by Professor J. J. Charles, and to send him a copy for his correction.

The consideration of the Report was continued.

Chairman read a letter handed in by Father Delany.

An answer was drafted, which the Secretary was directed to send to Father Delany.

R. P. CARTON

N. D. MURPHY, Jun., Secretary.

Monday, August 11, 1884.

SIXTEENTH PUBLIC MEETING.

At a meeting of the Commission held this day.

Present:—R. P. CARTON, Q.C., and the rest of the Commissioners.

Mr. Hunt, the shorthand writer, was in attendance.

The taking of evidence was continued.

The following witnesses were examined:—

118 J. R. M'Ardle, Esq., M.D., F.R.C.S.I.

W. Thornley Stoker, Esq., M.D., F.R.C.S.I., recalled.

119 F. R. Cruise, Esq., M.D., F.R.C.S.I.

The Commission adjourned.

R. P. CARTON

N. D. MURPHY, Jun., Secretary.

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Monday, August 11, 1884.

TWENTY-FOURTH PRIVATE MEETING.

At a meeting of the Commission held this day.

Present:—All the Commissioners.

A letter was read from Father Delany, in answer to the Secretary's letter of August 9th.

The Secretary was directed to write to Father Delany, requesting him to attend on to-morrow (Tuesday), to tender his evidence—such evidence however to be limited to the matter stated in his letter.

The consideration of the Report was continued.

The Commission adjourned.

N. D. MURPHY, Jun., Secretary. R. P. CARTON.

Tuesday, August 12, 1884.

SEVENTEENTH PUBLIC MEETING.

At a meeting of the Commission held this day, at 11 o'clock, at their offices, Castle-street.

Present:—R. P. CARTON, Esq., Q.C., and the rest of the Commissioners.

Rev. William Delany, S.J., was shortly re-examined.

N. D. MURPHY, Jun., Secretary. R. P. CARTON.

Tuesday, August 12, 1884.

TWENTY-FIFTH PRIVATE MEETING.

At a meeting of the Commission held this day at their offices.

Present:—R. P. CARTON, Esq., Q.C., in the Chair; Dr. MOLLOY, Dr. STONEY, Professor JACK, and Dr. MARSTON.

The discussion of the Report was continued. Certain of the documents handed in at Belfast and Cork were considered and ordered to be printed. See List A. annexed to Sixteenth Private Meeting, July 10th, and List B. annexed to Seventeenth Meeting, July 10th. The number of documents in this list ordered to be printed are set out at the foot hereof. B. No. 8, to be printed, having regard to the Minutes of the Tenth Private Meeting, June 10th, and to statement made to Dr. Webster, when he was giving his evidence.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

NOTE.—Before the meeting adjourned Dr. Marston left on private business.

List A. 6, 7, 9, 10, 14; but first, Secretary to communicate with Professor Purser; 15 and 19 to be considered by Dr. Marston. (Extracts of 15, 19, subsequently taken.) List B. Numbers 5, and 8; Numbers 4, 10, 11, 12, printed in extracts by Dr. Marston's directions.

Wednesday, August 13, 1884.

TWENTY-SIXTH PRIVATE MEETING.

Present:—CHAIRMAN, and all the rest of the Commissioners.

With reference to cases where a witness in giving his evidence referred to certain students whose names do not appear upon the Minutes of Evidence, it was proposed by Dr. Stoney and—

Resolved—That a special copy of the Report and Evidence be kept by the Secretary, in which he is to write in, marginally, and in their proper respective places, the names of all such students; and for that purpose that the Secretary do obtain from all such witnesses a correct reference list of such names. The above copy of Report and Evidence to be kept for future reference merely, and not for publication.

The Secretary was directed to write to the Registrars of Belfast and Cork Colleges for detailed information as to the students referred to in the answers to queries No. VII. under the headings "new students not matriculated in any University" and "new students not matriculated in the College."

The consideration of the report was continued. Certain of the documents handed in at Galway and Dublin were considered. See List C. annexed to Seventeenth Private Meeting, and List D. annexed to Eighteenth Private Meeting. The numbers of the documents as appearing in these lists and ordered to be printed are set out at the foot hereof. No. 6, was received in evidence and printed, as being a personal matter, notwithstanding that Mr. Hanly did not present himself for examination.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

List C. Nos. 2, 3, 5, 9, 10.
List D. Nos. 2, 4A, 5, 6, 7.
3, 4, to be printed for private use of the Commission.
7 The extract referred to.

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Monday, August 18, 1884.

TWENTY-SEVENTH PRIVATE MEETING.

At a meeting of the Commission held this day.

Present:—R. P. CARTON, Q.C., Dr. MOLLOY, Dr. STONEY, and Dr. MARSTON.

The Secretary was directed to write to the President, Queen's College, Cork, for the purpose of ascertaining from what source official or otherwise he obtained the date as to Result Fees paid to teachers, &c., and given by him in answer to Q. 2112 of his evidence.

The discussion on the Report was continued.

The Commission adjourned.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

NOTE.—Between this last meeting and the next subsequent one, rough draft Reports were prepared by the Chairman, Professor Jack, and Dr. Marston, six copies were made of each draft and distributed among the members of the Commission, for the purpose of facilitating the making up of the Report.

Thursday, October 16, 1884.

TWENTY-EIGHTH PRIVATE MEETING.

At a meeting of the Commission held this day.

Present:—R. P. CARTON, Q.C., Dr. MOLLOY, Dr. STONEY.

The Secretary was directed to make application to the Royal University for the official returns of the Results of the late Royal University Examinations, when confirmed by the Senate.

Moved by Dr. Molloy—

That certain portions of the evidence given by the President, Queen's College, Cork, on June 25th, and which has been struck out, be restored.

The Commission were divided in opinion and the Secretary was directed to communicate with the absent members of the Commission for the purpose of obtaining their opinion on the matter.

The Commission adjourned.

R. P. CARTON.

N. D. MURPHY, Jun., Secretary.

Wednesday, October 22, 1884.

TWENTY-NINTH PRIVATE MEETING.

At a meeting of the Commission held this day.

Present:—R. P. CARTON, Q.C., Dr. MOLLOY, and Dr. STONEY.

The discussion of the question as to restoring part of Dr. Sullivan's evidence was resumed.

Dr. Molloy called attention to the fact that a portion of the evidence given by Dr. Sullivan, President of Queen's College, Cork, including the answers given to several questions put by Dr. Molloy had been struck out of the revised proof, and he moved the following resolution—

That the portion of Dr. Sullivan's evidence which has been struck out be restored.

The Chairman stated that Dr. Sullivan had written to him, asking liberty to withdraw the portion of the evidence referred to by Dr. Molloy, and that he (the Chairman) having regard to the nature of the evidence and the fact that Dr. Sullivan had withdrawn it at the time had authorized the Secretary to strike it out.

Letters were read from Professor Jack and Dr. Marston stating that in their opinion the evidence should remain as corrected, *i.e.*, with the portions in question struck out.

The majority of the Commission was against the restoration of these portions and the motion was declared lost.

A discussion ensued as to what was to be held to constitute the Report, *i.e.*, is the opinion of the majority to be the Report.

The question was adjourned until after Professor Jack's extended draft Report should come in.

It was moved by Dr. Stoney and agreed to

That the appendices to the Report be made up in the following order—

I. Secretary's minutes of the several meetings.
II. The minutes of evidence.
III. The documentary evidence. And this appendix be divided into three parts—

A. All requisitions from the Commission and Returns in reply thereto.

B. Tables and Returns handed in by the several witnesses in the order in which the witnesses were examined.

C. Miscellaneous documents handed in but not taken as evidence, such as Resolutions of Town Councils, &c.

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It was moved by Dr. Molloy—

That an analytical Index of the evidence should be prepared and appended to the Report.

After a discussion, it was considered by the majority of the Commission that, having regard to the nature and variety of the subjects on which evidence was given, the manner in which the evidence on these subjects was intermixed, and the time at the disposal of the Commission, the preparation of anything like an adequate analytical Index was impracticable.

The Secretary was directed to apply to the Royal University for a Return for 1884, of the results of the various examinations, so far as regarded the Queen's Colleges, similar to the returns already given for 1882 and 1883 in answer to requisition of the Commission.

The Chairman drew attention to a Return obtained from the War Office, on the application of Dr. Marston, of the number of candidates who presented themselves from the Queen's University and Royal University for past five years for vacancies in the Army Medical Department.

It was moved by Dr. Molloy, and agreed to—

That this Return be printed in the appendix upon being supplemented with the figures showing the total number of candidates from all sources who presented themselves at such examination.

The Commission adjourned.

R. P. Carton.

N. D. Murphy, Jun., Secretary.

Saturday, January 31, 1885.

Thirtieth Private Meeting.

At a meeting of the Commission held this day—

Present:—R. P. Carton, Q.C., in the Chair; Dr. Molloy, Dr. Stoney, Professor Jack.

Professor Jack's extended Report, which had been printed, was taken up and discussed. It was understood that this Report would, substantially, be also signed by Dr. Stoney and Dr. Marston. And it was—

Resolved—That a report signed by the majority of the Commissioners be taken to be the Report of the Commission.

The question was then taken up as to whether Professor Jack, Dr. Stoney, and Dr. Marston would agree to Professor Jack's Report and sign it as the Report of the majority. And it was—

Resolved—That Professor Jack, Dr. Stoney, and Dr. Marston do consider the matter, and that they should be ready on Monday, February 2, with draft amended Report, which, subject to correction of errors, they would be prepared to sign.

A letter from Dr. Sullivan, of December 30, 1884, and Tables sent with it were read and discussed, and it was—

Resolved—That Dr. Sullivan's letter and tables be printed, and added to the end of the Appendix of Documents, with proper head note attached as to reason of the tables appearing at the end of the book.

With regard to certain tables, which were furnished by the Royal University on request of the Commission, showing the number of separate individuals who presented themselves for examinations in the Royal University, 1882, 1883, from the Queen's College; also the number of those who presented themselves for examination under the Queen's University and Royal University Regulations. It was—

Resolved—That these tables be printed and published as an addendum to the Appendix, and also that a note be added to a table previously obtained (Appendix III. A., No. 9), stating the true character of the table.

The Commission adjourned at 4.45 P.M.

R. P. Carton, Chairman.

N. D. Murphy, Jun.

Monday, February 2, 1885.

Thirty-first and last Private Meeting.

At a meeting of the Commission held this day, at their Office, Castle-street—

Present:—R. P. Carton, Q.C., in the Chair; Dr. Molloy, Dr. Stoney, Professor Jack, Dr. Marston.

The Chairman read a letter from Sir R. Hamilton with reference to the necessity of expediting the presentation of the Report.

Dr. Molloy called attention to queries 145, 146, and 147, which were put by one of the Commissioners to Dr. Porter, President of Queen's College, Belfast, and which, taken together with the answers of Dr. Porter, seemed to him to convey that the examinations of the Royal University are not "entitled to complete confidence." He observed that this evidence was quoted and relied upon in the Report (p. 49) adopted by a majority of the Commission. He further pointed out that this evidence had been forwarded by the Commissioners to the Royal University, in order that the authorities of the Royal University might "take such steps in reference thereto as to them should seem fit." (Secretary's Minutes, p. xvi.) A communication had been received by the Commissioners from the Royal University stating that a circular on the subject had been sent round to the Fellows and Examiners of the Royal University, and enclosing the Replies received from the Fellows and Examiners.

Dr. Molloy expressed the opinion that these replies would very substantially modify the impression conveyed by Dr. Porter's evidence, and he—

Moved—That they be printed and published in the Appendix to the Commissioners' Report.

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Professor Jack moved as an amendment—

That, it not being considered desirable to publish the letters referred to without the consent of the Royal University and the separate consent of each writer of the letters, and as such consent could not probably be obtained within the limited time now at the disposal of the Commission, the letters be not published, but the Secretaries of the Royal University be requested to forward a letter to the Commission summarising the contents and effect of the correspondence.

Professor Jack's amendment was carried, Dr. Molloy not opposing.

Professor Jack brought up the amended draft Report, which, subject to correction of errors, he, Dr. Stoney, and Dr. Marston are prepared to sign.

This Report was discussed and considered, and it was—

Resolved—That this Report should, subject to small corrections, be accepted and signed by Dr. Stoney, Professor Jack, and Dr. Marston.

With reference to an application from Mr. Steele, messenger attached to the Bank Buildings, where the Commission sat, for remuneration for his services in attending on the Commission, and taking care of the various documents and letters of the Commission, it was—

Resolved—That the Commission consider that £10 would be fair remuneration for Mr. Steele's services, and recommend a payment of that sum to Mr. Steele. That the Secretary do acquaint Sir Robert Hamilton of this Resolution.

Professor Jack proposed, and Dr. Marston seconded a vote of thanks to the Chairman for the admirable manner in which he presided.

The Chairman returned thanks to the Commission, and

The Commission separated.

N. D. MURPHY, Jun. R. P. CARTON, Chairman.

NOTE.—In pursuance of Professor Jack's amendment to Dr. Molloy's motion, as appearing in the minutes of the last meeting of the Commission, a letter was written to the Secretaries of the Royal University following the terms indited in Professor Jack's amendment. And on the 12th February the following answer was received —

"The Royal University of Ireland,
"Dublin, February 10th, 1885.

"SIR,

(Irrelevant passage).

"Referring to your letter of the 2nd instant asking us to summarize the contents and effect of the replies received to a circular addressed by the Standing Committee to the Fellows and Examiners of the University, we beg to inform you that we laid your letter before the Standing Committee of the Senate, and they adopted the following resolution with reference thereto :—

"The Committee have furnished the Commissioners with the entire correspondence, and they do not feel at liberty to abbreviate it.

"Yours faithfully,

"J. C. MEREDITH,
"D. B. DUNNE, } *Secretaries.*"

On Wednesday, the 18th day of February, 1885, the Report of the majority, signed by Professor Jack, Dr. Marston, and Dr. Stoney, was brought up, and on the 23rd February, the Chairman and Dr. Molloy signed and brought up their Report.

N. D. MURPHY, Jun.

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QUEEN'S COLLEGES (IRELAND) COMMISSION.

APPENDIX II.

MINUTES OF EVIDENCE.

FIRST PUBLIC SITTING—TUESDAY, JUNE 3RD, 1884.

BELFAST, *June 3, 1884.*

AT QUEEN'S COLLEGE, BELFAST.

Before R. P. CARTON, Esq., Q.C., Chairman.

Rev. GERALD MOLLOY, D.D., F.R.U.I.; GEORGE JOHNSTONE STONEY, Esq., M.A., D.Sc., F.R.S.; Professor WILLIAM JACK, LL.D.; and Deputy-Surgeon-General JEFFERY MARSTON, M.D.; with N. D. MURPHY, Junr., Esq., Secretary.

The CHAIRMAN, in opening the inquiry, said:—Dr. Porter and gentlemen, his Excellency the Lord Lieutenant, by a warrant dated the 6th May, has been pleased to appoint my colleagues and myself to be Commissioners to inquire into and report upon certain matters affecting the well-being and efficiency of the Queen's Colleges in Ireland. The matters which we were directed to inquire into and report upon are:—

1. What is the standard of education maintained in the Queen's Colleges or any of them?

2. In what mode honours and rewards are distributed in the said Colleges respectively among students, having regard to their numbers and the various branches of learning taught in the said Colleges?

3. To what extent and with what results the students avail themselves of the advantages offered by the Royal University of Ireland?

4. As to the fees charged to the students in the said Colleges.

It will be seen that our inquiry is not a general one into the past history and present condition of the Queen's Colleges in Ireland, but that its scope is limited to the matters mentioned in the Lord Lieutenant's warrant appointing us. While it will be our duty to keep within our powers and to confine our investigation to the matters which have been so referred to us, we will be not only happy but anxious to receive every information and to hear any evidence bearing not alone directly on such matters, but also such information and evidence as are in our opinion so far connected with these matters as to be a help and a guide to us in forming a fair and full opinion and judgment upon them. Although this is our first public sitting, I may say we have not been idle since our appointment. We met almost immediately after its date and had several meetings at which we framed requisitions for certain returns to be furnished to us from each of the Queen's Colleges. These returns we considered necessary, to enable us to see the present state of each College, and to guide us as to the mode in which our inquiry was to be conducted. I wish to take this opportunity of publicly thanking the President and Registrar of each of the Colleges for the courtesy with which our request was received, and for the promptitude and care with which the returns were made out and forwarded. We felt from the outset that our duties could not be effectually discharged unless we visited each College and held an inquiry there. We felt, too, that there might be persons who would have local or personal interests in the respective Colleges, and that it was due to them that we should give them an opportunity, without inconvenience or expense to themselves, to come before us on the spot and give us such information or make such suggestions to us as their local knowledge put them in a position to offer. But we thought such local inquiries could be most profitably and efficaciously conducted, when we had in our possession the information asked for by the returns already referred to, and which, so far as I am concerned at all events, was absolutely necessary to enable me to begin the performance of the duties I had undertaken. We propose to examine in the first instance some of the officials of the College, whose attendance we will request. We will then be happy to hear the evidence of any person, whether connected with the College or not, who is good enough to come before us, and who is in a position to give us information bearing on the matter, within the scope of our inquiry. I wish to add that our public sittings would have begun a week earlier were it not that the President and many of the Professors in each College were obliged to be in Dublin during the past week at meetings of the Senate and Standing Committee of the Royal University of Ireland, and therefore it was inconvenient, if not impossible, for us to open our inquiry earlier.

The Rev. JOSIAH LESLIE PORTER, M.A., D.D., LL.D., President of the Queen's College, Belfast, examined.

Rev. Josiah Leslie Porter, M.A., D.D., LL.D.

1. *CHAIRMAN.—Doctor Porter, in addition to the information which you have been good enough to give us, by the returns which you have caused to be prepared, there are one or two matters which, for my own part, I would like to ask you a few questions about. How long have you been President of the College?—I have been President of the College since the month of October, 1879.

2. Is the matriculation examination for the College substantially the same as the matriculation examination of the Royal University?—The matriculation examination of the Royal University has been largely though not altogether moulded, in my opinion, after the matriculation examination of the College.

3. We will take the pass examination of the Royal University—is that substantially the same as the matriculation examination here?—It is.

4. And have you any corresponding matriculation examination for honours here?—We have no matriculation examination for honours, but we have a scholarship examination, which takes place after the matriculation examination.

5. Then the scholarship examinations take the place of honour examinations?—They take the place to some extent, but not altogether, of the honour examinations in the Royal University.

6. In the succeeding year, in the arts course, is the course pursued in the College the same as in the

* See Appendix III. A.—No. 2.

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BELFAST. June 3, 1884.

Rev. Josias Leslie Porter, M.A., D.D., LL.D.

Royal University?—It is exceedingly difficult to answer that question, because there are various courses in the Royal University.

7. Is the course in arts in the College substantially the same as that in the Royal University?—It is to a large extent the same.

8. I observe that in your report for the year 1882–83, you speak of the existence in the College of optional and compulsory classes. What course exactly do the optional classes read—do they read the honour course of the Royal University?—Our classes here are not arranged for the Royal University, with which we have no official connexion. The classes are arranged for the College, not for the Royal University.

9. If your course in arts is the same as that of the Royal University, a student reading in arts here would be fitting himself for the Royal University?—I cannot tell.

10. If the subjects are the same, and the course is the same, does it not follow that a man reading the course here would be fitted to go up for examination at the Royal University?—He might be fitted, but it might not be his intention to do so. I do not know the intention of the students. They simply follow a certain course laid down as recommended in the calendar.

11. Is it the meaning of what you have told us that you could not tell us what the students were reading for by what they were reading?—Exactly so.

12. Do the students read in the compulsory classes?—I do not think any of the classes should be regarded as absolutely compulsory, except in the case of those who hold scholarships in the College. Then, they must read a prescribed course; but in all the other cases the classes are, to a certain extent, optional. May I ask do I use those words? I have not my report before me. Would you kindly read the passage I do not remember it. Of course my reports that were given in before the dissolution of the Queen's University would be different in some respects from those given in afterwards.

13. But, as a matter of fact, are there two classes of courses in the College; is there a compulsory course, and is there an optional course?—As I have already stated, there is no absolutely compulsory course in the College, except that students who hold scholarships are required to take a certain course.

14. You give at the end of each session what you call sessional certificates?—Yes.

15. Of course a sessional certificate is only granted to a student who has passed the prescribed course?—Yes.

16. And, therefore, in order to obtain the full advantage of the College—that is, to get a sessional certificate, and pass the examination, he must follow the prescribed course?—He must if he wants a sessional certificate.

17. In addition to the prescribed course is there also an optional course?—All the courses are optional. A very large number of the students follow the course that is recommended—I would not say prescribed—because there are certain changes that are allowed by the council. But a very large proportion of the students follow the courses that are recommended, and there are a number of students who, on the other hand, only take certain classes.

18. I observe also in your report that you have established here a diploma in arts?—Yes.

19. That was only established in 1882–83?—Yes; it is mentioned in the calendar.

20. Am I right in gathering that the diploma of associate in arts corresponds to what a degree would mean before the breaking up of the Queen's University?—Yes.

21. Do you recommend your students to take both?—Yes.

22. What are the conditions for obtaining the diploma?—The conditions are stated in the calendar. A student in arts must receive the sessional certificate for three sessions.

23. And he is only entitled to obtain the diploma when he has got the sessional certificate?—Certainly.

24. How many have been taken?—The registrar will answer that better than I can.

25. Has the diploma of associate in arts any practical value?—I should think it has.

26. Could you mention what the practical advantages are to the holder of a diploma?—I should take the practical advantage with regard to those who are candidates for the ministry in the Presbyterian Church. Candidates for the ministry in the Presbyterian Church are not accepted simply because they hold the degree of the Royal University, they must follow the course prescribed in some college or university which is recognised by the General Assembly.

27. Is it a college or university recognised by the General Assembly?—A college or university.

28. Can you mention what other colleges or universities the General Assembly recognise?—The Magee College, Derry.

29. These are the only two?—The only two colleges, but they recognise the universities of Scotland, and also Trinity College, Dublin.

30. Then do I understand that a gentleman preparing for the Presbyterian ministry, who has been educated at this College and got a degree from the Royal University would not be accepted for the ministry unless he had got the diploma?—Certainly not, unless he had got three sessional certificates. Of course it will be understood that I cannot speak authoritatively for the General Assembly; I can only speak as a member of that Assembly, and as one who long held an official position in it.

31. Can you tell us that the General Assembly will accept the diploma of associate of arts from the College?—The General Assembly will accept evidence that the student has passed through the full course of academic training recommended by this College, whether he is an associate in arts or not, but to have the diploma of associate would, I believe, be proof.

32. What examination in arts must a medical student here pass?—The matriculation examination.

33. He must in order to get the advantages of the medical school pass the matriculation examination?—He must pass the matriculation examination, or be registered as a medical student; that is to say, not in the college, but as a medical student in accordance with the regulations of the General Medical Council.

34. But a medical student can get the advantage of the lectures and courses here without being a matriculated student?—Any student can get the advantage of entering the Queen's College, Belfast, for any course of lectures in the college.

35. Entering as a non-matriculated student?—Yes.

36. Does the same observation apply to the faculty of law?—Yes

37. And to the faculty of engineering?—Yes.

38. I observe that you state, in answer to an inquiry from our secretary, that, as regards the system of marking, it was different in different subjects, and that it was so complex that it could not be made intelligible in a simple return?—Yes.

39. Are you in a position to explain to the Commission what exactly is the system of marking to which you refer in that communication?—I think it would be better for the Commission to ask those who are examiners upon this subject. I am not an examiner. I think it would be much more satisfactory that those who conduct the examinations should be asked.

40. When are the examinations for the scholarships held?—At the times stated in the calendar. You will see that the examinations are held after the matriculation examination.

41. When are the matriculation examinations held?—At the commencement of the session, about the close of October or the beginning of November. Perhaps I might refer you to the calendar, where the dates are given.

42. The matriculation examinations are in October. When do the scholarship examinations take place?—

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After that, as soon as the arrangements can be made to hold them. The dates for these are all mentioned in the calendar.

43. When would a first year's student be examined for a scholarship of the first year? Would he be examined the following November?—I do not understand you.

44. A first year's student has matriculated in, say October, 1881?—Yes.

45. Then he is a first year's student until October, 1882?—Yes.

46. When does he compete for the scholarship for which he is eligible as a first year's student?—He would compete as a second year's student, because the scholarships are awarded at the commencement of the second year.

47. But the right to compete is acquired by going through the first year's course?—Certainly.

48. The examination is in November?—Yes.

49. What are the conditions that the student must fulfil?—He must first of all matriculate, and he must have passed through the course recommended by the College for the first year.

50. Must he have got a sessional certificate as to the fact of passing through the course?—That question I am not prepared definitely to answer, but my belief is that he must get a sessional certificate; that is, that he must give evidence that he has passed through the entire course.

51. Therefore all the students who have been returned as students in arts during a given year would not be eligible to compete for scholarships at the end of the year?—Certainly not.

52. The number of students in arts who could compete for scholarships would be reduced to the number of those who have actually passed through the prescribed course and passed the sessional examination?—Yes. Allow me to read this passage from the calendar:—"No student shall be admitted to examination for scholarships of the second year unless he shall have attended all the lectures and examinations in the curriculum recommended by the Council for the preceding year in the faculty of arts."

53. Excuse my asking questions as to information which may be found in the calendar, as we come fresh to the work?—Yes, but as it is so difficult to remember minute points on the spur of the moment, you will therefore excuse my referring to the calendar.

54. Certainly. If you make the calendar part of your evidence it will satisfy me. Must candidates have got honours, or is it sufficient to be pass-men at these examinations to make them eligible for scholarships?—It is sufficient that they have passed through the curriculum fixed by the Council for the past year.

55. Simply passed?—Simply passed.

56. In your calendar for the present year I find a list of scholars for the year 1882–83; would you tell me when those scholars would have been examined?—I can state to you the exact date of the examinations. The examinations commenced on Friday the 27th October, 1883, and terminated on Saturday, the 4th November, in that year.

57. I find on referring to the calendar, page 184, the statement that—

"At the general examinations at the close of the Session, 1882–83, the following students in arts having attended the lectures in the curriculum recommended by the Council, and having passed the corresponding examinations, have obtained the sessional certificate."

Am I right in saying that those students only whose names are in the list there given would have been entitled to compete for scholarships the following November?—I should think so, but perhaps I might refer to the registrar.

58. Very well. I will ask the same question of the registrar. It would appear to follow from your last answer?—These are points that it is the duty of the registrar to treat of. The minute points as to specific examinations do not always come so prominently before the president.

59. You are aware of the rule of the Royal University which prescribes that students holding the scholarships of that University should give credit for the scholarships of any other college endowed with public money?—I know that there is such a rule, being myself a senator of the Royal University.

60. And it is one of the matters prescribed by Act of Parliament?—Yes.

61. Is it not possible for a student of this college to obtain either an exhibition or a scholarship in the Royal University, and subsequently to obtain one in this college and to hold both together?—No, he cannot hold both together if it is a scholarship. There is a difference between an exhibition and a scholarship. A scholarship is held for one or two years; an exhibition is a temporary thing, and ranks as a prize. That is my view of it.

62. But, suppose a scholarship is obtained, we will say, at the October examinations of the Royal University, is it not competent for a student having won a scholarship there to come here and win a scholarship at the examinations in November and hold both together?—No scholarship is competed for in October in the Royal University.

63. When, as a matter of fact?—In January.

64. And when are your exhibitions competed for?—The exhibitions are competed for at the matriculation examinations of the Royal University, and also at the first and second University examinations.

65. Assuming for argument's sake that they are held in October, when are your examinations for scholarships held?—Our examinations for scholarships are held in November.

66. Is it not possible for a student to win a substantial exhibition at the Royal University, and having won it there to come back here a month afterwards and win a scholarship?—Certainly.

67. And has it not, as a matter of fact, been done in several instances?—I cannot tell, as a matter of fact. I have not the official list of the students, but I dare say. Perhaps you have a return showing it. You asked some questions to that effect which will show it. I have not the official list of those who got exhibitions at the Royal University.

68. You have given us the materials for making it out, and I find that in 1883, subject to be corrected by the registrar, there are twelve such cases?—It is possible.

69. The registrar will be able to give us the particulars?—I am not sure whether he can give you the particulars officially as to the Royal University, but he will give them as to this College.

70. May we take it as to the annual accounts in your report, that the sums distributed for scholarships and exhibitions are correct?—I should think so. Our bursar is a most accurate man.

71. Rev. Dr. MOLLOY—There is little that remains for me to ask you, but taking up the subject that has just been before us, I would like to go a little more into detail. I take it that if a student has matriculated in the Royal University in October and won an exhibition, there is no law or statute of any kind to prevent him from coming to the Queen's College and winning a scholarship and being paid both in full?—I do not know about payment in the Royal University. I have nothing to do with it; but I do know in reference to this College that a student who has taken an exhibition in the Royal University may come to this College and win a scholarship, and be is entitled to receive it.

72. That is my view also, but I ask you as a member of the Senate of the Royal University is it not a fact that there is no statute of the Royal University to prevent his being paid his exhibition in full also?—I do not know of any such statute.

73. Next, suppose that a student has won an entrance

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BELFAST. June 3, 1884.

Rev. Josias Leslie Porter, M.A., D.D., LL.D.

scholarship in the Queen's College; the following year he comes to the Royal University in October and wins an exhibition, and then goes back to the Queen's College and wins another scholarship. There is no law of the Queen's College that would prevent this scholarship being also paid in full?—We would not be legally entitled to refuse him a scholarship.

74. And there is no statute of the Royal University that would prevent the exhibition being paid in full?—I cannot answer for the Royal University.

75. As a member of the Senate do you know of any such statute?—Am I examined here as a member of the Senate of the Royal University or as the President of this College?

76. I ask the question for information. My question is, do you know of any statute of the Royal University to prevent such a student being paid his exhibition in full?—I know of no such statute.

77. A scholarship of the second year is tenable for two years?—Yes.

78. Therefore it is held continuously, and he has it for a period of two years from the time he gets it?—It is held for two sessions.

79. Suppose he comes to the Royal University after having held such a scholarship for one session, and wins an exhibition, can you say whether that exhibition of the Royal University is to be paid in full without allowing for the scholarship he holds in the Queen's College?—I suppose, according to the law of the Royal University, that the amount he gets from the Queen's College would be deducted.

80. That is the first case in which a deduction would be made?—No, not the first case. Supposing a student gains a scholarship in the Royal University——

81. I am speaking of the exhibitions of the Royal University. Supposing that a student comes up at the end of his third year to the Royal University, and in October gains an exhibition with the B.A. degree, he can come back to the Queen's College and gain a senior scholarship of £40?—Yes.

82. Therefore, throughout his whole course, from the beginning up to the time he gets his B.A. degree, he can gain an exhibition each year in the Royal University and a scholarship each year in the Queen's College, and be paid both in full, except in one year?—That is a question which is very wide, and except there are individual cases brought before me I cannot answer it as a whole, because so far as this College is concerned we have no right to withhold any scholarship that is won, and with regard to the Royal University, the Secretaries of the Royal University will probably answer the question.

83. So far as you know there is no regulation of the Royal University, in the case I have made, to prevent exhibitions being paid in full except in one year?—So far as I know.

84. Would you have any objection that the Registrar should furnish us with a list of the students of the College who, in point of fact, have gained scholarships in the College and exhibitions at the Royal University in the same year, and have been paid both in full?—Not the least. The Registrar states that we know nothing officially about the payments of the Royal University, so that as I said before, I cannot answer for the Royal University.

85. Then you think we should ask for this information from the Secretaries of the Royal University?—I cannot advise the Commissioners where to look for it. I simply decline to give information which I cannot give with certainty.

86. What are the conditions for holding senior scholarships in the College?—The conditions are laid down in the calendar.

87. Is it a condition that the scholar gaining a scholarship should be a graduate?—It was a condition under the former statutes when the Queen's University was still existing. A change necessarily was obtained in our statutes to meet the difficulty that arose upon the dissolution of the Queen's University, and that change is given in the calendar:—

"Eight senior scholarships of the value of £40 each are tenable by matriculated students who shall have during three College sessions, of which two at least shall have been attended in Queen's College Belfast, attended such courses of lectures and passed such examinations as shall be prescribed by the Council, and who shall have passed the necessary examinations within five years from the date of matriculation, and who shall have complied with such further conditions as the Council shall impose: and such senior scholarships shall be conferred and retained under such regulations as the Council shall prescribe."

These are the conditions given to us by statute.

88. CHAIRMAN.—It is stated in the calendar that the senior scholarships "shall be conferred and retained under such regulations as the Council shall prescribe." Where will we get those regulations?—Look at the next page.

89. Are we to take the next page as containing what the Council has prescribed, and that the Council has not prescribed anything else?—The Council has not prescribed anything else.

90. Rev. Dr. MOLLOY.—When was the change made in the statute?—After the dissolution of the Queen's University.

91. On what authority?—On the authority of her Majesty.

92. Is a senior scholar of your college bound to reside in it?—Not necessarily. The Council have power to give him liberty to go to some other place.

93. I have before me the Queen's College Calendar, published in 1881, and under the head of Senior Scholarships, p. 357, I read:—

"Senior scholars are required to assist the professors in the matriculation and class examinations, and in conducting the business of the special Departments of Literature and Science to which their scholarships severally belong, under such regulations as the Council shall prescribe; they must attend a class at college, and pursue, under the superintendence of a professor, an advanced course of study in one or more of the branches in which they have been examined for scholarship."

Is that law enforced?—That law is not absolutely enforced. In some cases, when they are able to show cause or a reason for it, they are permitted to attend at other universities. Some of our senior scholars who have taken scholarships in Cambridge have been permitted to absent themselves to attend the University of Cambridge.

94. Has this regulation, which I find by the calendar, been authoritatively set aside or has it fallen into disuse?—That question I cannot answer. Besides it is with reference to the Queen's University.

95. This is in reference to Queen's College, Belfast?—It is in reference to the former regulations.

97. I find in Belfast Queen's College Calendar for 1883–84, pages xxix. and xxx., that—

"Senior scholars are required to assist the professors in the matriculation and class examinations, and in conducting the business of the special Departments of Literature and Science to which their scholarships severally belong, under such regulations as the Council shall prescribe. They must attend a class at college, and pursue, under the superintendence of a professor, an advanced course of study in one or more of the branches in which they have been examined for a scholarship."

That regulation has not been set aside?—That regulation has not been set aside, but the Council have power to exempt a scholar, if they see sufficient cause, from the strict fulfilment to the letter of that regulation. I think the Registrar would be able to give full information on the point.

98. The question is whether this rule which is set down in the calendar is enforced or not?—That is a question that the Registrar will be better able to answer than I am. I believe it is not strictly enforced. As I stated already, the Council have power, and exercise that power sometimes, to allow a senior scholar to go to another university or college.

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99. Are you aware that students from your College sometimes go to one of the other Queen's Colleges, where the number of competitors is smaller, and win senior scholarships there?—That I do not wish to answer.

100. I think you said you would prefer that the examiners should be asked about the question of the marks on which scholarships are awarded?—Yes, they are more competent to give information on that point than I am.

101. But allow me to ask you, as President of the College, one or two general questions on the subject. Is there a fixed minimum of marks on which scholarships are awarded?—I would ask you to ask the examiners and the registrar in reference to that.

102. Do you know whether there is or not?—I know, as a fact, that except a man comes up to what they consider a proper standard of education, he will not be admitted to a scholarship.

103. But there is not a fixed minimum of marks, I mean fixed by authority of the College Council?—No.

104. Would you have any objection that the registrar should furnish to the Commission the marks on which the scholarships are awarded?—I have no objection whatever that the registrar should furnish information on any of these points that he is able to do.

105. I understand, from your answer to the Chairman—I have seen it from your programme—that the programme of your matriculation examination is about up to the level of the programme of the matriculation examination in the Royal University?—I have said so.

106. And the result is, that students matriculating in your College are quite competent to matriculate in the Royal University?—There are very few who matriculate in this College.

107. And consequently the great bulk of the students in this College are matriculated university students?—Certainly, as far as we can we encourage matriculation in the University

108. In that way, notwithstanding the changes brought about by the establishment of the Royal University, you have been able to maintain the status of Queen's College, Belfast, as a university college?—We have always maintained that status, both in years past and present.

109. And I infer from your answer that the Queen's College, Belfast, is quite up to the level which it held in former days, as regards the number of students and the standard of education?—Certainly.

110. And, as regards the standard of education, it has suffered nothing by the substitution of the Royal University for the Queen's University?—We have not permitted it to suffer, so far as we have been able, although the action of the Royal University might have been calculated to make it suffer.

111. I think I am right in assuming that Queen's College, Belfast, enjoys the sympathy and meets the wants of a very large section of the population of this province?—The number of students who attend the College, and the positions they take at their examinations, both here and elsewhere, prove that.

112. And your success in obtaining such a large number of students, and maintaining education of a high standard, is greatly due to the sympathy and support of the people of the North of Ireland?—It is due to the fact that we give an education which is equal to the education given in any college or university in Ireland, if not superior.

113. The College is in complete sympathy with a very large section of the population around you?—Certainly.

114. But there is a section—a considerable one—with which it is not in sympathy, and which is not so largely represented in your books?—I am not aware of that.

115. In the report which you have furnished to us I find that for the ten years from 1868–69 to 1878–79, the proportion of Catholic students attending this College is about one-twentieth, and the proportion of Protestant Episcopalians and of Presbyterians nineteen-twentieths. It would therefore appear to me that you seem to be in complete sympathy with the latter section, but not so largely in sympathy with the other section?—That may arise from several causes. If you wish me to enter into it, I shall be happy to give you information; but my reply might be misunderstood.

116. CHAIRMAN.—It is not one of the questions within the scope of the Commission, and we do not wish to pursue the matter.—Very well.

117. Dr. STONEY.—I would wish to ask Dr. Porter whether the connexion of this College with the Royal University is a close one or a feeble one?—Well, it may be regarded as in some respects both; because it is close in this respect, that a very large number of the students do go to the Royal University, but I believe that if they had their own wish in the matter, perhaps not so large a number would go.

118. Is there any rule of the Royal University to prevent exhibitioners or scholars of any other colleges than the Queen's Colleges from holding simultaneously such exhibitions or scholarships and any prizes of the Royal University?—The rule of the Royal University, as far as I can remember, is this, that no person gaining a scholarship or exhibition in the Royal University shall hold, at the same time, any scholarship or exhibition in any other college or university endowed with public money.

119. A scholar or exhibitioner of the University of Dublin for instance, or from any other institution in Ireland, would be able to hold simultaneously that scholarship or exhibition, and whatever prizes he won in the Royal University?—If a student, for example, of Trinity College, Dublin, who held, or had competed for, an exhibition of the Royal University would go in for the examination in Trinity College, which he could do afterwards, and obtain a scholarship or sizarship there, the amount would not be deducted from him; he could hold it.

120. He could hold both?—Yes. An exhibition in the Royal University is not like a scholarship; it is a prize. It is won at a certain time when the examination has been passed and the Senate of the Royal University has stated that such a prize has been won. It is then paid, or ought to be then paid, and anything the student may gain afterwards, I believe the Senate would not be legally entitled to take from him.

121. A person holding a scholarship in the University of Dublin could hold simultaneously a scholarship in the Royal University?—I think not, nor could a person holding a scholarship here hold simultaneously a scholarship in the Royal University. The registrar has, however, reminded me that it is not a question of holding the two, but it is a question of receiving the amount of the two; for example, a man holding a scholarship here is enrolled as one of our scholars and should he win a scholarship of the Royal University, the amount he gets here is deducted from the amount he ought to receive from the Royal University.

122. Would that be done in the case of Trinity College, Dublin?—I presume the Royal University Senate would do it; but I do not know as a matter of fact.

123. If he holds a prize in the University College, Stephen's-green, would the amount of that be deducted?—I think it would not, though it ought to be.

124. But it would not?—I think not.

125. Then the students of some institutions are placed at a disadvantage as compared with others in this respect?—Certainly.

126. If a student, holding a prize or scholarship in Oxford or Cambridge, or any of the English Universities, wins a studentship in the London University, is any deduction made?—None whatever; and I know as a matter of fact that a very large proportion, I should say four-fifths, of the highest prizes awarded in the London University are gained by Oxford and Cambridge men who hold scholarships there.

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BELFAST. June 3, 1884.

Rev. Josias Leslie Porter, M.A., D.D., LL.D.

127. Then, in that case, there is a regulation which places students of the Queen's Colleges at a disadvantage?—I think so; and I may state a very striking instance of that. One of the highest honours won in the Royal University during the past year, in fact during its whole existence, was a studentship that was gained by one of our men last year. He was also holder of the Dunville Studentship, which is a private endowment in Queen's College, Belfast, and that was deducted from him out of the amount he ought to have received from the Royal University.

128. If such deductions are made under any law, is it not absolutely necessary in justice that that law should be construed with absolute strictness, and that the deductions should not be extended to any case to which they do not in the strictest form apply?—I think so.

129. After the dissolution of the Queen's University were there any cases in which students left the Queen's College, Belfast, in consequence of the dissolution of the Queen's University?—It is difficult to answer that positively, but my own opinion is that a considerable number of medical students left this College in consequence of the dissolution of the Queen's University.

130. Then the dissolution of the Queen's University was in that respect and in other respects, a severe blow to the College?—It was, most assuredly, and one from which we have not yet altogether recovered, but I hope we may recover in time.

131. But there has not yet been sufficient time for recovery?—Certainly not

132. Has there yet been time for the Royal University to fully and efficiently discharge its functions as an examining Board?—I think not, and I may state that there is a considerable amount of dissatisfaction with regard to some of the examinations there.

133. Would any estimate of the efficiency of education in Queen's College, Belfast, which was made to depend exclusively on how the students of the College had acquitted themselves in the Royal University be a satisfactory one in your view?—It would not in my view either be a full, or a fair, or a satisfactory one.

134. Is there any other evidence that you could adduce of the efficiency of the education given by Queen's College, Belfast?—The efficiency of the education given at the Queen's College, Belfast, is proved in various ways, by the position some of our leading students have taken in the English Universities, going from this to pass the examinations there, and to compete for the higher scholarships, and also by the distinguished positions they have attained to after their course was finished here.

135. That is in after life?—In after life. I maintain also another thing, that the system which we pursue in this College is better fitted for testing satisfactorily the progress and attainments of the students than any simply periodical examinations in the Royal or other universities.

136. *Could you furnish the Commission with instances of the success of students?—I can furnish a very full list which will be handed in to the Commission, a list of our graduates, and as far as we have been hitherto able to ascertain of their after career. I think the Commission will see that our graduates are fit to take their place with the graduates of any university or college in the United Kingdom.

137. Have those graduates educated in this College who have distinguished themselves in after life been for the most part graduates who also distinguished themselves in their College career?—They are nearly all scholars of this College. The registrar just states to me now that a list of graduates which has been published will be furnished to you showing what they have attained to as far as we have been able to ascertain in after life, and the scholars will be marked with the dates when the degrees were given. I have made a summary of this which is pretty nearly accurate. This will give a pretty accurate view throughout. In the Queen's University 720 of our students took the degree of Bachelor of Arts; 71 of Bachelor of Engineering; 431 of Doctor of Medicine; 44 of Doctor of Laws; that is a total in the Queen's University of 1,266, or at the rate of about 42 a year. In the Royal University in which only two degree examinations have been held, it being only two years in existence, 63 of our students have taken the degree of Bachelor of Arts; 3 of Bachelor of Engineering; 65 of Doctor of Medicine; 5 of LL.D.; 7 of LL.B.; 5 of M.A.; altogether 148, or 74 for each year.

138. Do you consider the fact that the men who have distinguished themselves in life have nearly all been scholars, is evidence of the fact that the scholarships are given to deserving students?—Certainly.

139. In supplement to the distinctions and degrees and examinations passed in the Royal University, would it not be necessary to add the degrees and distinctions and examinations passed in the Queen's University, in order to give an accurate view of how the College has acquitted itself in respect to University examinations?—Certainly.

140. Well, then, can you furnish the Commission with information on that subject?—I believe we can furnish full information with regard to the distinctions that have been gained. It is one of the returns asked for, and will be furnished.

141. Do you think the Royal University has yet had time to acquire as much confidence in regard to its awards as the Queen's University possessed?—I do not know as to the time, but I know as to the fact that it has not acquired as yet as much confidence as the Queen's University possessed.

142. The instruction given in this College closes in the middle of June?—Yes, in arts.

143. The principal examinations in the Royal University are held in September?—And October.

144. No teaching is given in this College during that interval of time by any of the professors who are also examiners in the Royal University?—None, except the summer classes, which close about the 12th July, and only include two or three medical classes. The arts classes close in the second week of June, and after that no arts professor teaches in the College.

145. Are the papers for the Royal University prepared close up to the time of examination or some considerable time before?—I understand the papers are prepared nearly two months before the date of the examinations.

146. Are there any examiners who continue teaching between that and the time of examination?—I have heard, and I think it is the case, that a large number of those who are resident in Dublin continue teaching up to the very period of the examinations.

147. Do you think that examinations conducted under such conditions are entitled to complete confidence?—My own opinion on that is very decided. I think the propriety of having examinations under such circumstances may be questioned.

148. In any comparison that was made between the number of candidates from the Queen's Colleges who passed the examinations of the Royal University and the number of candidates from other quarters, could you give any information as to whether the candidates from the Queen's Colleges represented only the produce of the particular year—only those who would normally come forward within the year?—Certainly.

149. While those who went forward at first from other institutions, probably exceeded the number that would normally present themselves within a year, because there had been no opportunity to clear off arrears?—That, of course, I have heard, but from my own personal knowledge I cannot state so. I have heard that such was the case.

150. You can speak from experience of the Queen's College when it was first opened? Was there not a larger number of students pressing into the College than was maintained for some years afterwards in consequence of there not having been any provision for such?—There was a large number of students who

* See Appendix III. B.—No. 1.

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were kept in readiness, and went in at the commencement and took, of course, a higher place than the average afterwards, because they had been prepared for it, and had a long time to prepare.

151. Have the scholarships had any effect on school education in Ulster?—They have to my own knowledge produced an important effect in raising the standard of education in schools, and in encouraging young men of talent, but of limited means, to compete.

152. Would their efficiency in respect of that continue if those scholarships were not awarded in Ulster?—If those scholarships were not awarded in Ulster it would be a calamity to the cause of education in Belfast and throughout the province.

153. Is there any college in the United Kingdom which does not give prizes analagous to the scholarships and exhibitions given in this college?—I am not aware of any.

154. Can you give any idea of the amount that is expended in undergraduate prizes in the colleges and the University of Oxford, for instance?—In the University of Oxford I believe the sum of £80,000 annually is distributed in prizes, scholarships, and exhibitions to undergraduates.

155. Can you give any authority for that statement?—There has been a book published, which I suppose you know—Rogers—and I have seen also the handbook for the University of Oxford, which gives similar information.

156. In Cambridge there are large endowments—large sums distributed amongst the undergraduates?—According to the calculation I made I believe something about £60,000 annually.

157. And in Dublin University?—In Dublin the sum was calculated by Professor Macalister, at the request of the senate of the Royal University, and it makes £11,000 annually.

158. And at Aberdeen?—The exact sum I cannot tell; but there is a bursary tenable for four years for every two students in arts who enter the college, and the Royal Commissioners who were appointed recently to examine into the universities of Scotland, stated that that was one of the causes why the state of education in the north of Scotland in the schools and university was higher than that in other parts of Scotland.

159. Would it not largely extend education in this part of Ireland if those scholarships could be made more numerous and of larger amount?—Unquestionably it would, and that the people know that is shown by the fact that scholarships from private donations have been founded in this College amounting to about £500 annually.

160. Are scholarships held here under the conditions on which they are usually held; is it usual for scholarships to be held at first for only one year, then challenged, then to be held for two years, and then again challenged before they can be enjoyed for the fourth year?—In no other college or university, so far as I know, is that the rule.

161. These regulations are not in any other university, but they are here?—They are here.

162. Do you not think that these scholarships being held subject to challenge is an additional precaution against the money being misapplied?—Certainly it is; but when the number of scholarships is estimated by people who do not know how they are given here, it is greatly increased.

163. That is, there is an appearance of an increase?—Yes; we have only ten scholarships open for competition here each year. If you regard a scholarship as it would be regarded in any other university or college in the kingdom—namely, tenable for three years.

164. There are some for four years, and some for three?—Yes.

165. Are you aware that of late years a great number of local scholarships have been established in England?—I am.

166. Would it not be a great misfortune if the number of those local scholarships was diminished?—I can speak with some degree of authority and knowledge, so far as regards Belfast and Ulster, and I would say it would be a calamity to the people of the province, and to education in the province, if our College were to any degree crippled in this respect.

167. I would wish to revert now to another subject. You have stated that the examination papers of the Royal University are sent in by the examiners two months before the examination; and, if so, do you not think that that greatly increases the risk of the papers getting into hands which they should not reach?—I not only think so, but I have endeavoured, as a senator of the Royal University, and as a member of the Standing Committee from the first, to reduce the time, and to try to get the examination papers sent in only about a fortnight, or at most three weeks before the time the examination is held.

168. Were they not, in the Queen's University, always sent in as close up to the time as made the printing of them practicable?—Certainly.

169. Are you of opinion that the examination papers are always sufficiently guarded in the Royal University?—I am sorry to say that I am obliged to form the opinion that they are not always sufficiently guarded.

170. Have you ever known of cases—

CHAIRMAN.—If this line of evidence be pursued I will take the opinion of the Commissioners as to whether it is evidence or not. You are charging certain matters against the Royal University, the consideration of which does not come within the scope of our Commission. If you think the evidence is within the limits of our inquiry I will take the opinion of the Commissioners upon it; but I put it to you not to persist.

171. Dr. STONEY.—There is only one other question I wish to put, and I think it an important one. Have the awards that have been made in the Royal University and published been always those that the examiners themselves sent in?

CHAIRMAN.—How can Dr. Porter tell us that? Surely that is a question to put to the Royal University people.

Dr. *Porter*.—Do you wish me to answer that?

Dr. STONEY.—I do.

CHAIRMAN.—For the present I do not. Dr. Porter manifestly cannot answer us that question with any degree of satisfaction. It is a question that is to be answered by the Royal University people, and you will have ample opportunity in Dublin of getting it answered. I do not say that it is not material.

171. Dr. STONEY.—Are you of opinion that any mere examination system is the best suited to test the education in this College?—I believe that a mere examination is not the best suited to test the attainments of students.

172. Is that the universal opinion of the persons best acquainted with education?—It is the opinion of persons acquainted with education whom I know. Experience proves, and the history of the universities also proves, that teaching universities are the most successful in training students.

173. Are they also the best for procuring the students success at examinations?—Not in all cases, because successful "cram" may sometimes gain a victory over systematic education.

174. Then the more a college fulfils its functions in advancing real education, it must, in order to do so, forego its measure of success in competing under a mere examination system?—Unfortunately that is the case; but, even with all that we have to compete against, I think we may compare with some degree of satisfaction the results of the Royal University in so far as regards ourselves with the results as regards other colleges and places in Ireland.

175. But if the College had abandoned its course of giving a thorough academic training, and had devoted itself to preparing candidates for examinations as its leading object, would its success probably have been even greater?—My impression is that supposing our

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BELFAST. June 3, 1884.

Rev. Josias Leslie Porter, M.A., D.D., LL.D.

professors were capable of stooping to be mere grinders, they could in that way prepare the students more effectually for the examinations.

176. Professor JACK.—With regard to the arts scholarships, I should like to know if this is the system: that there are ten open to students commencing their first year, and tenable for one year only?—Yes.

177. And then again, there are ten open to students commencing their second year, and tenable for two years?—Yes.

178. But where it is said that there are ten open to students commencing their third year, these are practically the same scholarships already won and held by the ten who are holding the second year's scholarships for the second time?—They are really the same.

179. Then, in addition to that, there are senior scholarships?—Yes.

180. I presume that the only condition required for students to become candidates for the scholarships open to students commencing the first year is that they are matriculated students?—That they are matriculated students.

181. Either of the Royal University or of the Queen's College?—We admit them *ad eundem* when they matriculate in the Royal University, and in case they choose to matriculate in our College—a very rare case indeed—we can matriculate them here, but the examination is the same.

182. It is substantially the same?—Substantially the same.

183. I do not know whether your experience is that the same students could practically pass the one examination as well as the other?—What examination?

184. The matriculation examination of the Royal University and the matriculation examination here?—We admit them as matriculated students.

185. Are the conditions substantially and practically the same in the two examinations?—Yes.

186. With regard to the second year's candidates for arts scholarships, I understand that, for example, only those who appear in the list, page 184, of the calendar, as having attended all the lectures and examinations of the curriculum recommended by the Council for the preceding year in the faculty of arts, are entitled to compete?—I think so, but the Registrar can answer that more fully than I can. Those alone of the students who attended last year are permitted to compete, but sometimes students lie out a year or two years, and then they come in for their old standing and are entitled to compete, so that you will not find the exact names on page 184 to correspond with the list of scholars given.

187. For example, page 184 should be supplemented by a similar page in the calendar of the preceding year?—Yes, or two years previously.

188. With regard to the associateship, I presume that the institution of the associateship in arts has been in operation for so short a time that you would, perhaps, find it difficult to say how far it has been successful or not successful?—It is difficult to say how far it has been successful. Our object at the Council in establishing this associateship was to preserve, so far as it was possible to preserve, thorough and regular academic instruction in the College, and instead of students going to the University who would pass examinations, we encourage them by giving them this additional associateship to go through the regular systematic course of the College.

189. A student, for instance, would not be entitled to this associateship in the Queen's College if he took the degree in the Royal University?—No, except he had at the same time fulfilled the conditions that are laid down in our calendar.

190. And if he had taken a degree in the Royal University after having fulfilled these conditions, would his name be removed from the list of associates or would you still show him as an associate?—We would show him as an associate.

191. So that the list of associates shows all the associates whether they have or have not afterwards taken a degree in the Royal University?—Certainly.

192. With regard to what has been asked by one of the Commissioners about the amount of deductions that are made by the Royal University, I presume that such deductions are only made by the authority of the Royal University?—Certainly.

193. That is, that we have no information here?—You cannot have except what information I might be able to give as a senator of the Royal University, and it is not my duty, I think, to give it here.

194. Dr. MARSTON.—Nearly all the questions I intended to ask have been already exhausted, but I understand that all the students here in the faculty of medicine pass the matriculation examination in order to be registered as medical students to meet the requirements of the General Medical Council?—Yes.

195. You were the President of the College in October, 1879?—I was appointed President in October, 1879.

196. Had you resided here before that?—Not in this College. I had been an official of the College as Dean of Residences for the General Assembly of the Presbyterian Church over ten years previously, but I resided in Belfast. I was professor in the General Assembly's College for about sixteen years.

197. What is the population of Belfast?—About 220,000.

198. You are acquainted by long residence with the requirements of the locality and with the feeling of the people with regard to the College, and so on?—Certainly.

199. Would you say that it is answering its requirements and that the population here is availing itself of the College to the extent that would be anticipated?—I think so.

200. Do you think that it is doing great good here or not?—It is doing, and has done, very great good in Belfast, and throughout the province, and the proof of that is that in some of our departments, the chemical for example, we are so over-crowded with students that we have not room for them.

201. I am putting these very direct questions so as to save time. Would you say that this College is advancing a good deal, and is developing, as shown by the number of students increasing annually?—Certainly. Of course there is one thing, as I have already stated—the action of the Royal University—that prevented a number of medical students from coming here; but I should hope that perhaps a change will be made in the Royal University that will take away the conditions that have interfered to keep away students.

202. Then you do not think that the establishment of the Royal University as a substitute for the Queen's University is likely to have any permanently injurious effect on the College?—It is very difficult to say what it may do. A good deal will depend on the action of the Royal University, and a good deal on the connexion of this College with it. So far as I can judge I would say that while the Queen's University was far better adapted for that instruction and education which the people of Ulster required, yet I think, in the absence of any better, they will take advantage of the Royal University to get degrees.

203. The Royal University, as I understand it, is simply an examining body?—Simply.

204. This College has been successful as a medical school?—Very successful.

205. Do a number of the students in the faculty of medicine go to the Royal University now for their degrees?—A considerable number have gone, but not nearly so many as went formerly to the Queen's University.

206. Do many of your students—I am speaking of your students generally—go to the Universities, Oxford, Cambridge, Glasgow, or any other?—Of

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our students in medicine very few go to Glasgow or the Universities of Scotland, but a considerable number of those who are our scholars here, and have obtained distinctions here, go to the Universities of Oxford, Cambridge, and London.

207. You say a considerable number?—During the past academic year eight from this College have taken very high places in Oxford and Cambridge.

208. *Can you say whether the men that have been trained in Belfast have been successful in other examinations, for instance the Indian Civil Service, and the public medical services. Will you express yourself generally?—So far as I have been able to ascertain, looking over this list, which will be presented to you, you will find that upwards of fifty of our students have entered the Civil Service in India, the Colonies, and the Consular service, and some of them have gone to China and Japan, such as Sir Robert Hart, of China. Then fifty-nine of our students, so far as I have ascertained, have entered by competition the Army and Navy Medical Service.

209. *What places have they taken with regard to the others?—I cannot tell of all, but I know with regard to the Indian Civil Service that some of them have taken very high places. I can tell of one who took first, another fifth, and another eighth place in the Indian Civil Service by competition.

210. Do you think the number of scholarships and exhibitions are fairly distributed in the three faculties according to the number of students in the different faculties?—The number of scholarships in arts is, of course, larger than that in the medical faculty, but I think that that, of course, will be considered useful, because it is well to encourage young men to study the arts courses. But I believe we have not a sufficient number of scholarships to encourage medical students to attain to high distinction.

211. If you have a small number of competitors in proportion to the number of awards or of rewards, is it to be taken that the men competing have established a character in the College for being so good that others do not care to compete with them?—That is the case in reference to the scholarships that are competed for the second year, because, during the first year of their residence here they are able to judge the talents of those that are to be their competitors, and some young men consider that as they have very little chance of success they will not go in for competition.

212. Do you consider the fees charged to the students suitable to their means and station in life?—I do.

213. And such as to make the College practically useful and to extend its sphere of usefulness so far as it can be extended?—This country is not a rich country, and I think every encouragement should be given by low fees such as we have in this College and by scholarships such as we have too. Every encouragement should be given to induce young men of talent and limited means to come forward and get education, and a very large number on our list so situated with regard to finances, have come forward and entered this College. Upwards of 4,000 young men have received their education in this College to a greater or less extent.

214. Looking at the requirements of the population, do you think that anything could be done towards enlarging this College, as a school for physical science, applied science, and technical knowledge?—Unquestionably it would be of the greatest possible advantage, not merely to the College but to the community, if we had a large chemical laboratory, which we have not, and if we had a large physical laboratory, which we have not. Perhaps you would allow me to state further that applications have been made to the Professor of Chemistry by young men in town to come to the College so as to attend practical chemistry, but he has been obliged in some cases to decline because he has no room. The chemical laboratory is very small, sometimes not holding even the one-sixth of the men who are studying practical chemistry.

215. Is that owing to the large number of medical students?—It is owing in part to the large number of medical students, and in part to others who come for the study of chemistry.

216. Are there a lot of manufactories in the neighbourhood which would lead to the extension in the direction I have pointed out, of physical science and applied technical knowledge; that would lead to its being very desirable; would it pay; would you have a number of students coming?—I think so, decidedly; if you take for example the dyeing and bleaching and all the processes in the manufacture of linen which is conducted to such a large extent in Belfast, I believe that the scientific knowledge which is given in this College, if extended properly, would have a most desirable effect in advancing the prosperity of the town and province.

217. You think it could be done?—Certainly.

218. Rev Dr. MOLLOY.—One or two questions with reference to the points that have arisen. Dr. Stoney asked you whether a student in Trinity College, Dublin, who has gained a scholarship there, could also gain an exhibition in the Royal University and would be paid his exhibition in full?—That I cannot answer.

219. Dr. STONEY.—My question was whether a person who holds a scholarship or exhibition in Trinity College, Dublin, could hold along with it the emolument of a scholarship in the Royal University, exhibitions in the Royal University as well as scholarships being tenable for a period of years?—He could not hold the emolument, because the Royal University would deduct the emolument, but he could hold the two scholarships together.

220. Rev. Dr. MOLLOY.—That is, he would not be paid the money?—The Royal University would deduct it.

221. And that affects your College just in the same way as Trinity College?—Just the same.

222. You said that there are only ten scholarships in arts, but I find in the calendar it is distinctly stated that there are thirty?—Yes.

223. What the calendar states is that there are thirty junior scholarships in the faculty of arts of the annual value of £24 each, and seven senior scholarships of the value of £40 each?—Yes there are ten junior scholarships open each year for competition in the faculty of arts. Supposing you considered these scholarships, as they would be considered in any other university, to be tenable for three years, there are only ten open for competition in each year.

224. I understood you to say that you considered it desirable to maintain the College scholarships on this ground, among others, that they are calculated to advance and encourage collegiate education?—Yes.

225. CHAIRMAN—From the returns I find that in some years the number of scholarships you can award are not awarded?—That occasionally takes place.

226. What becomes of the money at the disposal of the College which has been saved by the fact that the fullest number of scholarships is not awarded?—It may be given in prizes at the end of the session in part, but if it is once lodged in the bank we cannot dispose of it without the authority of the Lord Lieutenant.

227. That becomes as it were re-absorbed by the Treasury?—No, the Treasury does not re-absorb it, the sum is very small with us.

228. I find now, for instance, that in some years there are three or four scholarships not awarded. Of course it is still a small sum, but when added together it makes something?—The Bursar will be able to give you all information with regard to the finances.

229. We will sit here to-day, to-morrow, and Thursday, if necessary, and examine all the officials of the College and other gentlemen in the neighbourhood of Belfast who are anxious to be examined?—There are several anxious to give evidence, and prepared to give important evidence, but they cannot possibly be here

* See Appendix III. B.—No. 1.

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BELFAST. June 3, 1884.

Rev. Josias Leslie Porter, M.A., D.D., LL.D.

before Thursday; those are members of the General Assembly.

230. Our arrangements are set so that we can sit here till late on Thursday if necessary?—Might I state with regard to a number of the subjects on which I have been examined that I should like to have an opportunity of giving in a short statement to make the answers I gave on the spur of the moment more clear?

231. If you prefer to be examined on Thursday we will examine you?—I may ask to be re-examined or give in a short statement.

232. We can furnish to you a copy of the short-hand writer's notes, and if you wish to make any alterations or corrections we shall give you an opportunity of doing so?—Thank you.

Professor REDFERN, M.D., F.R.C.S., examined.

Peter Redfern, esq., M.D., F.R.C.S.

233. Dr. MARSTON—I have not yet had an opportunity of seeing the hospitals or of going round the College, or thinking of this subject particularly, and therefore I am not quite sure that I shall be able to elicit all that I want. However, if there is anything that occurs to you, any statement of fact having a direct bearing on this inquiry, I shall be delighted to hear it, and I have no doubt also that the Commissioners would be very glad to have anything from you in writing which would make the case, as it appears to you, clear. You are the Professor of Anatomy and Physiology in Queen's College, Belfast?—I am.

234. How long have you been Professor here?—Twenty-four years.

235. I think you were in Aberdeen University before coming here?—I was, for fifteen years.

236. Are there several hospitals in this neighbourhood and near the College?—There is the Royal Hospital which the medical students attend. It furnishes all means for instruction and hospital teaching required for every Board.

237. How many hospitals are there?—There are several special hospitals. There are two hospitals for diseases of children. There is an hospital for diseases of women, and one for diseases of the eye. The students attend these as additional hospitals. They are not recognised for the purposes of hospital attendance. For their regular hospital attendance the students must attend the Royal Hospital.

238. Is there a fever hospital?—There are fever cases in the Royal Hospital, and a large body of fever cases are brought to the workhouse hospital where they are treated by one of our professors and another medical man. The Board of Guardians, who have the management of the hospital, permit the medical officer to take in forty students and teach them there.

239. As regards the quantity and the quality of the material in this neighbourhood for teaching men their profession, are you satisfied about it both from what you have heard and from what you personally know?—In many particulars I am. If there were sufficient accommodation the teaching would be quite equal to that anywhere. I think that is proved by the success of the teaching.

240. Do you wish to enlarge what you are saying at all?—I am very anxious to show you what is the condition of the medical faculty.

241. *That is what we want. It can be put in as an appendix to your evidence?—I will do so if you wish it. I have the number of medical students at College, and the number of anatomy students in the different years. I wish the Commission to understand that the number of medical students at College does not at all indicate the efficiency of the medical faculty; because the number of students at College includes students of all four years and there might be an absolute deficiency in one year which would not appear, or would appear, very lightly amongst the large total numbers. Therefore, the only way in which the efficiency of the College can be noticed is by taking the number of first year students entering, and who, for the most part, stay here four years. Now, if you look over the numbers of medical students who have come here and commenced their studies as they formerly did, and as they do in every school, in anatomy and physiology, the numbers run thus, in my knowledge of the College for twenty-four years:—50, 48, 39, 48, 46, 43, 48, 52, 49, 31, 52, 55, 44, 55, 63, 65, 77, 76, 79, 81, 86, 87, 28, 52. The late fall is synchronous with the abolition of the Queen's University. There is a progressive rise interrupted by two periods of fall. One of those periods was in 1869–70. Another period was in 1882–83. For both of these I can account. They were both periods in which the hospital fee was raised or proposed to be raised. The rise so greatly diminished the students as to impair the efficiency of the medical school. On application to the managers of the hospital, who had no idea they were doing what was injurious to the school, they immediately put the matter right, and though the fee is larger than it was heretofore, it is a suitable fee that has not interfered with the efficiency of the school. The number ran up until 1882-3, when it came down to 28, really 26 in anatomy and physiology, and 26 in practical anatomy; the number 28 being made up of students who come to either class. So much for the gradual prosperity of the medical faculty. I think that shows that the medical faculty prospered, that the prosperity was not sudden, and was not due to any temporary causes. I believe it was due to the efficiency of the teaching and the success of our students in public life. You, yourself, sir, know of their success. In the examinations for the East India Service and the Army and Navy, I think we can challenge comparison with the students of any other body in that respect. Returns have been made by the various bodies of the number of candidates who have presented themselves for examination, and the number who have been rejected. I think it will be seen by those returns that the numbers not deemed qualified by them are fewer among those presenting themselves from this College than almost from any other board.

242. *What is the total number of medical students, and has it varied much?—It has varied. It has gradually and steadily increased. You will observe that the temporary fall occurred when an attempt was made to raise the hospital fee. It did not equally affect the whole body of students, because the hospital managers, the moment they saw what was done, instantly went back either to the old position altogether or some modified position. The way the first fall was recovered from was by the institution of summer classes. The efficiency of the teaching was greatly increased by the institution of summer as well as winter medical classes, as in England and Scotland. Though there was an increase of fee, it was more than counterbalanced by the increased advantages which the medical students obtained on that occasion by the institution of summer classes. On the other occasion when the number of students fell in 1869-70 to 31, recovery was obtained by the hospital managers retracing their steps. Excepting those periods, the rise has been quite gradual. The total number of medical students in College during the same years was the following respectively:—116, 120, 123, 143, 151, 159, 174, 181, 175, 167, 184, 187, 188, 205, 220, 226, 268, 281, 324, 327, 332, 364, 300, and 204. Now those numbers, I trust, the Commissioners will understand. The number of 300 medical students in 1882-83, and the number of 264 in 1883-84, as compared with 364 in 1881-82, do not at all show the injury to the medical faculty in this College, because the large number of second, third, and fourth years' students keeps up the average. The number will be inevitably fewer next year, and in the year following the number will be smaller than it has

* See Appendix III. B.—Nos. 6, 7, 1, 2.

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ever been. I could show you in a painful and practical way the effect of the diminution of those students.

243. *Could you give the deduction you have yourself made?—In a few words, I can show you what has been the difference in the past two years. I could show you the state of matters in the last five years. For the purpose of comparison I have excluded the middle of those five years, because it was a year when there were many influences prevailing The Queen's University and the Royal were both operating that year, because the period of obtaining the charter of the Royal was deferred till January or February, so that students came to this college and entered under the old regulations prevailing in the Queen's University. Sometime afterwards the Queen's University was put out of existence. During that year the Royal University matriculated students, and the Queen's College matriculated students, and things were greatly disturbed, because students did not know whether they should conform for the future to the regulations of the Royal University or not. It was in the power of the Lord Lieutenant to hold his hand. He had persuission to extinguish the Queen's University or not as he pleased. None of the professors knew at the beginning of the session whether the power would be exercised, or whether the governing authorities would relent, and preserve the Queen's University for the north of Ireland. I took the average of two years during which the Royal University was fairly working with the Colleges, and compared these with the years 1879-80, and 1880–81, excluding from the comparison 1881–82.

244. Professor JACK.—I suppose the dates were October, 1881, when the students entered here, December, 1881, when they matriculated in the Royal University, and February, 1882, when the Queen's University was dissolved?—They were; and I hope you understand that I have taken the average of those two years and compared them; and I must remind you that the medical students here are compelled to attend what are called medical classes as they are everywhere. Before all the Medical Boards they must present certificates of attendance. Arts students need not and can do as they like. The medical students must attend the medical classes. There is a serious pressure on the medical students; they are examined in five arts classes, not before their medical studies, but at the end of the first year. Therefore, they are virtually compelled to go through the first arts course in the University in the first of their four years of medicine.

245. Is that so in the curriculum?—It is.

246. CHAIRMAN.—Then your evidence is, I understand, confined to students who go through this College to the Royal University?—There are very few others.

246. Professor JACK.—A medical student in the first year has to attend five arts classes?—No, he has to pass an examination in five arts subjects, and he is examined by the teachers in these classes.

247. And in addition to passing his *annus medicus*?—He has no *annus medicus*, and he can make that one year out of the four by attendance in the class of botany.

248. CHAIRMAN.—Do I understand that it is absolutely necessary for him to attend five arts classes?—It is not necessary to attend any one of them, but to be examined by the five arts professors.

249. Is that necessary?—It is absolutely.

250. That is, that for the purpose of getting any degree in the Royal University he must pass the first Royal University examination in arts?—Yes.

251. Can he get all the advantages a medical examination offers without matriculating here?—He can.

252. He can study here and go to the University of London or Glasgow?—No, he must go to the University of Glasgow two years out of the four.

253. Rev. Dr. MOLLOY.—He is not obliged by any of the regulations of the Royal University to combine in one year the first year of his medical course with the first year of his arts course?—He is not allowed to present himself for the first examination in medicine until he has passed the first examination in arts, and that makes his medical study occupy five years.

254. Not five years following the one year in arts?—From the very strong expressions that have been frequently made in the General Medical Council and other boards, it has been thought that four years of medical study is not sufficient The present arrangement of the Royal University is that four years shall be employed in the study of medicine, and that at the end of the first year the medical students must be examined in five arts subjects, which absolutely precludes their studying any branch of medicine, except botany, so that the first year out of the four which the Medical Council accepts is really not a year of medical study at all. If I suggest that the last can be treated exactly in the same way, you will see that the medical course has been degraded beyond measure. There is no such degradation of the medical curriculum in any of the Colleges of Surgeons or Physicians, or Apothecaries' Companies, throughout the whole United Kingdom. There is nothing at all equal to it, as far as regards the imposition on medical subjects, such as absolutely to prevent students attaining an efficient knowledge of their profession.

255. According to the regulations of the Royal University is it necessary for a student of medicine to combine one year of arts studies with one year of medical studies. Is it not a fact that it is perfectly open to him, according to the regulations of the Royal University, to complete his year of arts studies before he commences his medical course?—It is. The Colleges were instituted by Lord Derby chiefly for the sake of giving students in Ireland an education, professionally and otherwise, which they were not able to obtain previously from Trinity College, because of the great expense of maintenance, and classes and fees of one kind or another. The fees in the Queen's Colleges were fixed very low, and the Professors were endowed so that they could live. The Colleges attracted large bodies of students who, but for those three Queen's Colleges, would not have been educated at all. The Queen's Colleges have educated, and educated remarkably well, a very large body of students who would not, but for the existence of these Colleges, have received an education at all. At the same time they have not injured Trinity College in the case of one single student. They have done unmitigated good, beyond the reach of Trinity College, in districts which Trinity College never could have reached. The Royal University has imposed upon those persons who have availed themselves of the system of the Queen's Colleges for the study of medicine an additional year's study beyond that required by any Scotch University, or any licensing body of Physicians or Surgeons in the United Kingdom, or any Medical Board granting degrees—an additional year of study, additional expense of livelihood, additional fees of classes. The fees of the arts classes in the first year come to ten guineas, and the fees in the Royal University have been also increased. It is necessary that payments be made for examinations beyond those formerly imposed by the Queen's University, an addition which comes to a very serious amount to some students. The expense of medical education has been so greatly increased, the period of medical study has been so greatly lengthened, and the attempt which has been made, very honestly, by the Examiners of the Royal University to keep up the standard, under very adverse circumstances, have prevented, and will prevent, students pursuing such a course from passing their examinations. I am sure that if the examinations remain as they are the students cannot pass them.

256. CHAIRMAN.—Do I understand that in your opinion it is not a desirable thing that gentlemen going to the medical profession should spend at least one year in the study of arts before commencing medical study?—I think it is most desirable that they should have a fair general knowledge.

* See Appendix III. B.—Documents No. 8.

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BELFAST, June 3, 1884.

Peter Redfern, esq., M.D., F.R.C.S.

257. That is not answering the question, because you may get a fair general knowledge at a school. What I ask you is, do you not think it a desirable thing that gentlemen coming to the medical profession should spend one year at least in the study of arts before commencing their medical studies?—That is not the case in the Royal University. It is taken out of the first medical year.

258. It would be competent for the Royal University afterwards to alter their rules if they thought fit, but is it not a desirable thing for gentlemen approaching the medical profession to be encouraged—nay, even compelled—to spend one year in the study of arts before commencing their medical studies?—I will reply to that, decidedly; and state the opinion which I have formed for a great number of years, and which I have seen every reason to believe stronger and stronger every year. I have no objection to education of any kind. I have sent my own son to the course of arts in this College as a preliminary to his medical study.

259. You did very wisely?—I am not quite sure. I have had great reason to doubt whether I did wisely, for a reason that I will explain. I have no objection to this education provided it be taken before the commencement of medical education. I do not object to any amount of knowledge, but the Royal University imposes two examinations in those five subjects by the same examiners at different times, and if students were ever so distinguished it would not take the knowledge in the first of those periods which it will take subsequently.

260. Then do I understand that your objection is, not that the medical student before commencing his medical studies has a year in arts, but against combining the year in arts with the first year of medical studies?—I have that great objection. It is not my sole objection, and I saw that objection in Aberdeen, where it was the custom of the University—at King's College, when I was there at first—to allow students to mix their medical and arts studies. They found it was disadvantageous, and afterwards prohibited it with advantage.

261. Rev. Dr. MOLLOY.—Then you are of opinion that if the Royal University continue to require this year in arts they ought to oblige the medical students to allow an interval of one year after passing the first University examination in arts before presenting themselves for their first examination in medicine?—Decidedly.

262. Professor JACK.—What is the position of the medical preliminary examination in general education in Ireland? Is there an examination generally of all medical students which is required to be passed in addition to this examination?—There are certain examinations of that sort held in Dublin by the Colleges of Physicians and Surgeons and the Apothecaries Company, and these are all recognised by the General Medical Council.

263. But matriculated students are excused those examinations?—Certainly; but I believe the matriculation examination is a very different thing from those examinations.

264. No such examinations as those examinations excuse the medical students from the course of the Royal University?—No. Allow me one word more on the subject of general education. You asked me pointedly if I did not advise a course in arts preliminary to medical studies. There are students who take the course of arts.

265. CHAIRMAN.—Do you not think this desirable in the interests of the medical profession?—There are three chief courses in arts, classical, mathematical, and the courses of history and political economy in which students take their degree. I find by long experience that if the student devotes himself entirely to classics or entirely to mathematics, as he does in the first two courses, and leaves out all study of physical science, he comes to the study of medicine, not with advantage, but with enormous disadvantages, as compared with the students who come from the country schools. I have no hesitation—I am very sorry indeed to be obliged to say it, because I know the opinion which educated men form of the statement—I make it with extreme confidence, as confidently as I can make any statement whatever—such students come to the study of medicine and anatomy, to the study of anything to which they have to apply their hands, eyes, ears, and senses, with very great disadvantage indeed, particularly when they have been trained previously for the purpose of passing examinations alone, and they have not been educated, but they have been accustomed to work at books and to work out examination papers. At present one half the student's time is taken up in collecting all the old examination papers and answering those questions. They will not learn a subject at all if they can help it. The passing of examinations is book work. That book work is in a totally different position from the study of such subjects as anatomy or natural philosophy, or anything that they can put their hands to, and it entirely incapacitates them, and places them at an enormous disadvantage as compared with students from the country schools, who give their bodily senses to professional work, and succeed much better.

266. Dr. MARSTON.—The course laid down by the Royal University, in your opinion, is detrimental to the interests of the medical faculty in this College?—In the highest degree; not merely detrimental, but almost absolutely destructive. I could show you from this report of the General Medical Council what it has done. We have in the report of the General Medical Council the number of students who entered the profession during the past year, and we find that the number who have entered in England has diminished to the extent of 150. In Ireland, where we find the total number is much less, it has diminished to the extent of 110. All this while they have increased instead of diminishing largely in Scotland. Why? Because of the destruction of this medical school. The students of the North of Ireland are proud of being of Scottish descent very naturally. They were accustomed to study, not medicine alone, but divinity, in Scotland. You are quite aware that the bridge from this to Scotland is a very narrow and a very cheap one. Medical students can go with enormous advantage to Glasgow and Edinburgh to study medicine. We shall see whether they do. The number of medical students in the first year has diminished from 86 to 26 last year. All the while, with the general diminution in England of the profession, the number in Scotland is greatly increased. In Aberdeen last summer the increase was 50 students more than ever it had been before. This year, I believe, there are 200 students of botany in Glasgow.

267. CHAIRMAN.—That bridge of the first arts examination would be very difficult, too, in one direction, while the bridge to Scotland is very easy?—It absolutely ruins a medical man's prospects. He does not and cannot acquire a knowledge of his profession, which is of far more serious importance to him, and in the other case he can acquire an accurate knowledge of his profession.

268. Dr. MARSTON.—Then you think that the practical direction to be taken under these circumstances is that already taken by Aberdeen under similar circumstances?—If I understand you, Aberdeen imposed a certain course, and, finding it detrimental, altered it?—Yes, as regards the combination of arts and medicine. They are not obliged to take the arts at all.

269. You expressed yourself strongly with regard to the course laid down by the Royal University. What is the remedy?—As regards medical students, I would have no objection, and it would do no injury, to conform to the general spirit of the curriculum which is recognised for medical students by the General Medical Council. But I do object to an exceptional course which ruins medical study.

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270. Rev. Dr. MOLLOY.—Would it meet your difficulty if the Royal University were to allow all students coming for the first time to the Royal University to present themselves for examination either in the matriculation course or the first university examination in arts, and if they passed in the latter, to allow them to proceed at once to the study of medicine?—If that had been done at first it would not have been injurious. I do not believe that anything can now save it. I do not believe that a change in the preliminary now will avail. It would be better than nothing, but still it would be imposing what is not imposed by other medical bodies. It is not an imposition which is at all desirable in the interests of medical education, consequently it is not a course which will be pursued by students. They will go as they are going. I have shown you the number of students; that will show you what has been the effect. There is no way of judging the number of students better than showing you the fees they pay. Comparing the two last years with two preceding years, omitting the one immediately preceding—that is, with two years not disturbed at all—the effect has been this:—The Professor of Modern Languages was formerly a teacher of medical students, and the Queen's University compelled every student to study modern languages. I think that very desirable indeed. I think that a student of medicine should know at least French or German. Unless he knows French or German he has very little inducement to study any other language. French and German are as useful as other languages. The effect on the Professor of Modern Languages has been to diminish his students. The annual number of his students was 117½ each year.

271. What was the actual falling off in the number of students?—The average diminution of fees was £223 10s. each year. The fall was from £326 and £354, to £134 and £99 respectively.

272. Under the Queen's University had you not that practice prevailing which is complained of under the Royal University, namely, medical students reading a course of modern languages?—They could do it at any time in the year in which they felt themselves least burdened and in any one of several years.

273. But in point of fact they did combine this study with one year of their medical course?—Yes, with one or more.

274. Then the only difference between the condition of things under the Royal University and under the late Queen's University is, that under the Queen's University system they had two courses which are, of necessity, in arts, and under the Royal University system they have five?—There are now five courses which would hinder them from medical study, and they had two which benefitted them.

275. But, under the Royal University, a student could devote one year exclusively to arts, and then proceed to his medical studies?—If he chose to go to the Royal University, which he has told you he will not.

276. He may change his mind?—He will not, I am quite sure. There is no chance of changing his mind when it is contrary to the advice of all Medical Boards.

277. I thought that in the University of Glasgow they required some course in arts from the medical students?—None whatever.

278. Professor JACK.—There is a preliminary examination in general education, and the Professors in the Faculty of Arts are not necessarily examiners. In the preliminary examination they are so in fact, but not necessarily?—That means that students are not compelled to go and attend those Professors.

279. Rev. Dr. MOLLOY.—The late Queen's University did compel medical students to attend lectures, for one year, in Modern Languages and Natural Philosophy?—It did.

280. Do you approve of that?—I do.

281. What you disapprove of is the substitution of five for two subjects in the curriculum of arts for the medical students?—I should prefer the Queen's University plan. I am not quite sure whether these two should not have been passed previously to the commencement of medical study.

282. Dr. MARSTON.—I hope you will not misunderstand me by asking you again what you desire to show?—My object is that the Commission should arrive at the real state of matters. This College has nothing to conceal. Everything should be known. We have a very proud position, and are anxious that everything should be known.

283. *What you are stating is very important, and I am interested in it. But we wish to limit the inquiry within the points mentioned in the Commission, namely, what is the standard of education maintained in the Queen's Colleges; in what mode honours and exhibitions are awarded; with what results students avail themselves of the advantages offered; and as to the fees charged. We do not want to inquire into the state of the Royal University. Do you think you could, with advantage to yourself and the College, put it in writing, in the form of an appendix to your evidence, and state now the inferences you wish to draw in your replies?—I have already made suggestions to the Senate of the Royal University which have not been in any case accepted by them, and I cannot go beyond that. I can exert no further influence. I found that I was producing no influence whatever on the Senate of the Royal University. I protested most strenuously against these changes; no notice was taken; my protest was not recorded.

284. *And, therefore, you wish to put it on record now?—I wish to give you the facts, and I defy anybody to draw any conclusion but what I have drawn. In the case of natural history, the average annual fees which the Professor received in the two first years amounted to £221 10s., and in the second to £111. He has been subjected now to a diminution of £110 10s. The students have diminished by 65 each year. The number of students was 118 in 1881, 124 in 1879–80, and it has fallen to 58 in 1882–83, and 54 in 1883–84. The Professor of Anatomy and Physiology has lost in each of those two years £442 11s. 6d., and the Professor of Materia Medica £55 10s.; the Professor of Surgery has not been influenced except very indirectly; the effect will come on him and on all the others next year.

285. CHAIRMAN.—Are the fees constant sums in each year?—Yes.

286. *The diminution is in no way attributable to change of fees?—There is a difference which would have been misleading in two classes. The fees in two classes have been doubled. I have not spoken of them. These are in the arts faculty. There has been no change in those that I have spoken of. The Professor of Materia Medica has been influenced. It is a second year's class. The fees of the Professor of Materia Medica have fallen from an average of £158 to £102 10s. The classes in Surgery, Medicine, Midwifery, and Medical Jurisprudence have fallen. They have only fallen indirectly. It is not their turn till next year and the following year. They will fall inevitably. The total fees received at the College (though the fees in some of the arts classes are larger) have fallen from the average £3,966 to £3,188, that is £827 each year. Of that amount more than half has been borne by the Professor of Anatomy and Physiology, £442.

287. *Professor JACK.—I dare say you could give us the amount of fall in the medical fees alone?—What has occurred has been this. The medical students have been driven to the schools in arts, into the first five classes. These schools have been enlarged, those fees of course have increased. The amount of increase will show what you have asked. The Professor of Latin has received an increase of 28½ students each

* See Appendix III. B.—Documents No. 8; also Nos. 9 and 10.

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BELFAST. June 3, 1884.

Peter Redfern, esq., M.D., F.R.C.S.

year, that is £59 10s. The Professor of Greek has got an increase of 11½ students, and of fees £26 10s. The Professor of History and English Literature has got an increase of two students, and an increase of £1 10s. in fees. The Professor of Mathematics an increase of 42½ students, and of £84 10s. in fees. The Professor of Natural Philosophy lost 10½ students, and £30 in fees. The Professor of Logic and Metaphysics has an increase of 24½ students, and an increase of fees amounting to £46 5s. In the case of the Professor of Logic and Metaphysics it is important to notice that there has been an increase in the number of students coming to his class because of the more rigorous application of the rules of the General Assembly of the Presbyterian Church compelling all the candidates for the ministry of the Presbyterian Church to attend that class, so that there are 24½ additional students in the class of Logic and Metaphysics.

288. The point I wish to ascertain is the fall in medical fees alone?—I can show that in the case of each medical professor. You will see that there are certain professors who teach students both for arts and for medicine. The Professor of Natural History, for instance, teaches arts students who graduate in natural history, and the Professor of Chemistry teaches arts students who graduate in chemistry and natural philosophy, and unless the students who attend these professors say that they are going for arts, or for medicine, one cannot separate them. But it is important that you should know that the Professor of Chemistry has suffered to the extent of £92 5s. each year.

289. Rev. Dr. MOLLOY.—In the case of students who have a difficulty about passing the first examination in arts of the Royal University, would it not be open to them to read their course of medicine in this College and get the license to practise from one of the Licensing Bodies in Ireland, and thus get rid of the difficulty?—You mean by whom are they to be examined?

290. I mean that they could get a licence to practice instead of a University Degree?—Their examiners would teach them if they went to Glasgow or Edinburgh. If they study here and go to be examined by teachers in Glasgow they would scarcely hope to know the kind of answers that would be expected by those teachers, as they would have done if they had attended their classes. I hope and trust that the professors of this College have no intention of becoming mere grinders, but will teach the subjects as they think best. If the teachers teach the subjects as they think best they will not teach alike. If they teach in one place in a particular way, and in another in a particular way, the student will pass his examination better if his teachers be his examiners. Therefore the students here would not go to Glasgow or Dublin, but for the changes in the curriculum.

291. Do not students attend medical schools in Dublin and go for examination to the Royal College of Surgeons?—Some do.

292. Dr. MARSTON.—With regard to the candidates for Fellowship of the Royal College of Surgeons in England, do those men come from different schools and different Universities?—They do.

293. Can you tell me whether men from this College go for those degrees and distinctions in London, Dublin, Edinburgh, and so on?—An old student of this College passed the fellowship examination at the College of Surgeons, London, the other day. Students from this College go but in small numbers. The reason is that this is a poor country, and the Queen's Colleges were instituted because it is a poor country. If education be made as expensive here as elsewhere, an Irish student cannot study for the professions. He must go abroad and apply his labour to the soil or work in some other way. The Queen's Colleges were established solely for the purpose of giving an education to students of ability beyond the point that could be reached by the institutions at the time.

294. You consider that these Colleges have fulfilled that purpose?—I do, thoroughly.

295. Is the number of medical students here diminishing?—It is diminishing enormously.

296. Do you think the number will rise again, or that the diminution is permanent?—The number will certainly diminish next year and the year following before any rise can take place.

297. What number of men have you now attending your lectures?—This last year I had 210 instead of 325.

298. Are you satisfied with the regularity of their attendance?—Certainly. As to the arrangements, I am obliged to be better satisfied now than formerly, when students, for want of room, were obliged to sit on the steps coming up to my class-room seats. Now they can actually get into the seats. But I am not satisfied with that as you will understand. I had 208 students dissecting last winter in a room 75 feet long by 25 feet wide. I have not sufficient means of teaching those students what is absolutely required by the College of Surgeons, London, in Physiology and Histology. I teach a certain number, but my means are limited. For this purpose, as well as for the purpose of the Professor of Chemistry, the accommodation is insufficient. Under the Act of Parliament, the College has an absolute claim on the Board of Works to furnish buildings; but the money has not been forthcoming and we have not been able to get rooms. We had hoped that when the Government saw we had the students, the least they could do would be to put a roof over them. But we have not been able to get the Government to do that, though we applied three or four years before Dr. Porter was appointed. My class-room is capable of accommodating the students, but my dissecting-room and practical laboratory are not.

299. Men go where the teaching is best and where they get the value of their money. Here you say the teaching is exceedingly good, and the only thing cramping your energy is want of room?—And want of means of conferring degrees on a curriculum, such as is required in other medical schools.

300. You were a Professor in Aberdeen and therefore have had an opportunity of drawing a parallel between the teaching in the two schools and the class of men you get. Would you like to say anything on that subject?—Aberdeen has changed like all other medical schools. I do not think anything has changed so much as the teaching of medicine. The teaching of histology and physiology is totally different now from what it formerly was, and the requirements of the student are very numerous in comparison with what they were. He cannot learn everything. I should be delighted that every student should have a degree in arts, if it did not incapacitate him in connexion with his medical studies.

301. What is your opinion of the course of medical education in the College and the good it is doing?—I had fifteen years' experience in Aberdeen. I have for two different periods examined in London, on one occasion quite recently, and on the other beginning in 1861. I have had an opportunity of comparing the Aberdeen students and those of the University of London, and the students of this College with both. As the result, I have no hesitation in saying that the students of this College before the last two years went out better prepared as medical practitioners than any other students in the United Kingdom, excepting, perhaps, those of the University of London.

302. You had Visitors here from the General Medical Council?—No. We have had at the Queen's University, and I appeal to the evidence the Visitors gave as to the mode in which the examinations were conducted in the Queen's University.

303. The Visitors were Professor Humphry and Mr. Power?—Yes, on one occasion, and on a former occasion there were two others.

304. State shortly what they said?—Their report is

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accessible. It was highly gratifying. As you are quite aware, the most important subjects in medicine are anatomy and physiology, and the Visitors made special reference to these two departments. Professor Humphry copied the method of examining, and that copy has been the pattern of examinations at Cambridge since that time.

305. Have I given you a perfectly fair opportunity of putting forward what you would like to say?—I think you have.

306. DR. STONEY.—The regulations of the College are, I believe, that the first year's scholarships are awarded upon the same course as is required for candidates in arts?—They are.

307. And that has the effect of eliciting as high an education from the schools as can be given?—What happens is this. There are scholarships called medical scholarships, but which are not given for medical knowledge. They are really not medical. For instance, the first year's medical scholarship is given, not for medical but for arts studies.

308. CHAIRMAN.—Is not that at the beginning of the first year?—At the beginning of the first year the first medical scholarship is given; and instead of being given, as the first arts scholarship is given, to the student who has just matriculated, it is given on the same terms as the student in arts of the second year gets that scholarship. So that for a student in medicine to hold a first year's medical scholarship he must have been a student in arts, for the examination is in the subjects which a second year's arts student has to pass.

309. Is not that because the medical scholarships of the first year are on the same examination?—They are on the subjects of the first year's teaching.

310. Dr. MARSTON.—Do you think those scholarships are fairly distributed amongst the several faculties—say what you think on the subject?—I think it is absolutely essential for this College to maintain its place that there should be scholarships, and that they should be increased in number. I make that statement quite unhesitatingly with regard to the arts. I know unquestionably that this College loses large numbers of students each year, and some of the very best students, because it has no scholarships to give them, and because those students educated in Belfast can get scholarships elsewhere. A certain number of scholarships—ten—are given at the commencement of the arts study, but there are more than ten, perhaps twice that number of students, prepared in Belfast, and they go elsewhere, because they cannot get scholarships here.

311. Rev. Dr. MOLLOY.—Where do they go to?—I do not like to say. I cannot follow individual cases.

312. Do you know that they get scholarships elsewhere?—I do.

313. Where?—I do not like to answer that question.

314. CHAIRMAN.—I will draw my own conclusion from your refusal to answer.

315. Rev. Dr. MOLLOY.—You have stated you know that a large number of students who would come here if you had more scholarships to give, go to other places and get scholarships. What places?—I won't answer that question, but I will say this, inasmuch as it may probably serve the purpose. I know that the question was asked previously, "What was the effect of the scholarships upon education in Ulster?" It has, I believe, as Dr. Porter stated, a very highly beneficial effect. It brings up the teaching of the schools greatly higher than before. They have "Scholarship Classes," as they call them, and they turn out large numbers. They must make these young men successful, or they will not get more of them. They know exactly who can get scholarships here. They know precisely the merits of the students. They know who will be first in either the mathematical or the classical side, and they know when there are only five scholarships that six cannot get scholarships. The students go to other Queen's Colleges for scholarships.

316. CHAIRMAN.—That is exactly the inference I would have drawn from your refusal to answer the question.

317. Rev. Dr. MOLLOY.—Am I to understand that the masters who prepare students for this College, send to the other Queen's Colleges those students whom they know from their experience in teaching are not able to win scholarships here?—They send in all probability five or six men here who are sure to get the five scholarships.

318. Are those the inferior students?—Certainly not, the very highest of them.

319. The inferior students they send to other colleges?—They send the highest here, and the others to the other colleges. As the other colleges have been mentioned—I had no intention of mentioning them in any way—I must direct attention to this, that this is the only Queen's College in which a great number of the students are Presbyterian students. They would not leave this province, except to obtain and hold scholarships.

320. Dr. MARSTON.—You have not answered my question in one particular, namely, about the distribution of those scholarships and rewards amongst the several faculties. Do you consider those fairly and usefully distributed?—I think they are. I am quite satisfied that they are fairly and usefully distributed. The prizes and scholarships given here are greatly inferior to those given in other places. They have in London several large prizes which we have not here. I have not the slightest doubt that the influence of the college would be increased by increasing the scholarships, and attracting higher men, and the presence of a high class man in any college is of great advantage to the students about him on the principle of the leaven leavening the whole lump.

321. Dr. STONEY.—You stated that more than five scholarships on each side can be given advantageously in this College?—Yes.

322. And that those men who go elsewhere would be deserving of scholarships?—I have no doubt of it.

323. Can the students who come for the medical curriculum here afford to spend five years at that curriculum subsequent to their school education?—I believe that a very large majority of them cannot.

324. Then any person who wishes to raise medical education to its highest point has to consider what is the best that can be done in four years?—Certainly.

325. Was it your experience that the two arts subjects, modern languages and experimental physics, put in by the Queen's University, was the limit that could be borne by the medical curriculum without damaging it?—I believe it was.

326. Then any addition to that would be at the sacrifice of the medical curriculum?—I believe so.

327. Was it your opinion that those two subjects were more closely assimilated to the wants of medical students in their professional progress than the others which now form the subjects of medical examination at the end of the first year?—Certainly, I have said already that I believe the students cannot learn everything, there is such an enormous amount of additional scientific knowledge that they must acquire in order to study their profession properly. If anything else were put on them I would prefer, considering the number of deathbeds they stand beside, the study of divinity; and as the prevention of disease by proper sanitary arrangements is as important as its cure in the life of the medical man, a knowledge of sanitary laws should be included, and therefore they should be trained as engineers.

328. Would you be able to furnish the Commission with some extracts from those reports of Visitors of the General Medical Council to which you have referred?—I will.

329. That would put this evidence in a much more satisfactory position. Is it your opinion that our

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BELFAST. June 3, 1884.

Peter Redfern, esq., M.D., F.R.C.S.

estimate founded on the results of the examinations of the Royal University would be any true measure of the teaching in Queen's College, Belfast?—Certainly not.

330. Rev. Dr. MOLLOY.—Why do you think that the examinations of the Royal University would not afford a test of the proficiency of the students?—I have no confidence in examinations alone of any kind. If I had my choice, and that is the opinion of men of great experience, all the students trained in medicine should be compelled to go through a regular curriculum, taking care that they did each portion of it properly in each of the four years, and not be examined at all until the end. I would prefer the knowledge acquired by the mass of students under such a system, than excessive grinding of students year by year to pass examinations. At no period of a medical students study, until he has got his degree, can he study his profession. His business during his career as a student is to study what is the character of the examiner, and what is the character of the questions he puts.

330. I understand you to hold that a system of examinations conducted by an independent examining board is one that hampers the teachers and is injurious to the students of the College?—It is radically bad; highly injurious. On the other hand I think the conducting of examinations by teachers is of the highest advantage, because the teacher can then compel each student to learn what he teaches, what he believes it is necessary for him to know.

331. Do you think, generally speaking, that the best students do not get the highest places?—I could not say that. You see it implies diligence, but the diligence is employed on what is wrong, namely, on the study of the character of the examination and not of the subject itself.

332. But are you of opinion that it is not the best students who obtain the highest places? I ask the question because in my experience as an examiner the students of Belfast have obtained high places, and I was under the impression that those who obtained the highest places were usually the best students?—I could not say that it is not the best students who get the highest places. I believe they do; but between the students who take the highest places and the great body of the students, there is a very wide gap indeed, a large number that pass the examinations by mere chance.

333. If, on the whole, the best students get the highest places at the examinations of the Royal University, does it not follow that these examinations are a test of proficiency, so far as the best students are concerned?—They are a test of cleverness, of skill in divining the character of the questions likely to be set, and of the kind of answers which will gain the highest marks, but they are not a test of knowledge of the subject which is supposed to have been studied.

334. But they are a test as showing on the whole who the best students are?—I think there is no question of that, and if I were to make any suggestion it would be this, that all examinations should be, as far as possible, made practical.

335. Dr. MARSTON.—More answering, so far as the Medical University is concerned, affords but a poor ground for judgment?—Very poor. The questions to be put at an examination should on no account be printed. To improve the existing evil——

336. CHAIRMAN.—Has it any relation to the connexion of this College with the Royal University?—It is connected with the question which Dr. Molloy put as regards the test character of the examinations. Some questions were put to Dr. Porter which elicited answers. I do not know what the effect of them may be at all. What I would say if those examinations be made is, that I think all the medical examinations should, if possible, be made practical. There is no possibility of students working up for a practical examination from books alone. In medicine examinations may be made almost entirely practical, but some written answers are desirable. The University of London has seen that as well as the Royal University. Where students are examined by numbers there might be a mistake, and so it is desirable that the University should have some record of what the student has answered. The practical examinations should count much more largely, and where several examiners are employed they should act independently. Each examiner should be entirely responsible for his part of the examination and no other, and his papers should be sent to him if the press required to be corrected, and they should never go out of his hands. They at present circulate amongst a number of examiners; they go backward and forward through the post, and there is an increased chance of their being known. If each of the examiners acted independently and the questions were not published, it would be better, because the present system leads to the setting of questions which should not be set at all. A very large number of the questions are set to be read by others, and not merely to be answered by the students. That would be all got rid of by the simple plan of never printing another examination paper. Let each examiner be responsible for his own paper but not for his colleagues. Let them work independently.

337. Dr STONEY.—Is it your opinion that examinations can be so moulded to the education given as to increase the efficiency of that education?—Certainly.

338. Is it your opinion that that was done as far as practicable, at least attempted to be done as far as practicable, in the Queen's University?—I believe it was. I believe it was a great cause of the rise of the standard of the Queen's University in medicine.

339. It is a thing that is impracticable if you have a wholly independent examining board?—Quite impracticable.

340. Professor JACK.—The difference between the effect of the Queen's University on medical education and of the Royal University is two-fold—namely, that more art subjects have been insisted on, and a longer time required in the Royal University?—Four additional subjects have been thrust in upon the same time.

341. I gather from you that practically a medical student under the present system is likely to require all the time for his medical course, and accordingly would be tempted to go to the universities where he would not require so long a time, and could get through his medical course practically in less time?—Yes.

342. So your evidence amounts to this, that substantially the Royal University regulations require a longer time for medical study, though in theory they do not?—Yes, the students have not found the difference yet, for a student here going to the Royal University would do his best. Now I believe that the students of this College would all of them have gone to the Royal University if they could have gone advantageously for their medical degrees. They might have gone there with advantage, but they will cease to go now, because of the requirement of this knowledge of arts, and the absolute prohibition of their acquiring a knowledge of their profession in the usual time.

343. What is the effect in the way of increasing the expense of medical education caused by those changes. Would the effect be mainly due to the longer time the Royal University practically requires, or is there any change effected in increasing the expense?—The course of midwifery has been increased from 3 to 6 months. An additional fee of £3 has been required for attendance at the lunatic asylum. A larger fee is charged for matriculation. The fees of the first examination in arts, first university examination in medicine, second university examination in medicine, are all entirely additional to those of the Queen's University, so that the whole education in medicine has become more expensive than under the Queen's

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University system, and has become greatly less efficient.

344. *Could you give me in a word an estimate of the additional amount which medical education costs in the Royal University independent of what you consider the practical burden of one additional year—I mean, what sum in money *besides* the cost which may be involved by having one year additional imposed by the Royal University?—£18 6s.

345. Dr. MARSTON.—Are the fees for the classes in the medical faculty high or low?—Very low. If not the Colleges would not have prospered.

346. CHAIRMAN.—You stated in reply to Dr. Stoney that you were satisfied with the scholarships allotted to the medical faculty. Is the proportion between the scholarships allotted to the medical faculty and to the other faculties the same here as it bears in other universities?—The institution of scholarships for medicine is quite a recent thing. They are really very small. I have no wish to suggest a change, but if a change were made I would prefer that the first medical scholarship were made a scholarship in botany, zoology, and chemistry.

BELFAST. June 3, 1884.

Peter Redfern, esq., M.D., F.R.C.S.

Professor THOMAS WILSON DOUGAN, M.A., examined.

Thomas Wilson Dougan, esq., M.A.

347. CHAIRMAN.—What chair do you hold, Professor Dougan?—I am Professor of Latin.

348. How long have you been the holder of that chair?—Since January, 1882.

349. Have you had experience of any other college?—I have studied in Owens College, Manchester, and in the University of Cambridge, and I have taken a degree in the University of London.

350. Do you hold any degree in the University of Cambridge?—Yes, Master of Arts.

351. What degree have you taken in the University of London?—Master of Arts.

352. You have been one of the Examiners in this College?—Yes.

353. How long have you been an Examiner?—Since my appointment as Professor.

354. Are you in a position to inform the Commission as to the standard of education maintained here, the mode in which the examination is conducted, and the mode in which the marks are given?—Yes.

355. These being subjects with which my colleagues are more familiar than I am, I will leave you in their hands.

356. Rev. Dr MOLLOY.—Do you adopt a system of marking in conducting the examinations for scholarships?—I do.

357. Does each professor examine in his own department?—Each examines in his own particular department.

358. Do you wish to give evidence as to your own individual practice, or as to the practice of the body of examiners?—I should wish to speak only for myself.

359. Is it competent for you to declare that in your own subject you consider a candidate is qualified for a scholarship or disqualified for a scholarship?—I have always considered that it is.

360. You adopt a system of marking?—Yes.

361. Have you settled with yourself a minimum percentage of marks on which you declare a student qualified for a scholarship?—I have never settled a minimum number of marks, but I should know in any case where a student showed a very superior knowledge of his subject, and if he did not do so I should not award a scholarship.

362. In point of fact you mark each candidate as you examine him?—I do.

363. Can you state what percentage of marks a student would get when you consider his answering of such excellence as to qualify him for a scholarship?—Marking is very relative. In marking one has to take into account the possible perfection to which any student is likely to attain. The percentage fairly to be required would depend altogether on the rigour or leniency of the marking.

364. You have a maximum?—Yes.

365. What is your maximum?—I generally give 240 for a paper, and afterwards reduce the marks to a scale that obtains in the College.

366. What is that scale?—In the College we give the top man in each classical department, i.e., in Latin 12 and in Greek 12, and accommodate the others to him, making him the standard. I should then have to go through a calculation, and decide what the second man, &c., ought to get.

367. Have you examined the candidates for scholarships during the last two years?—I have conducted the last two scholarship examinations.

368. Are your marks for those scholarships on record?—Yes, they are in the Registrar's office.

369. Would you have any objection that the marks obtained should be furnished to us, so as to show the standard attained by the students in Latin on getting their scholarships?—No objection whatever: I am not aware that the Registrar has got any marks except those I speak of, accommodated to the standard of twelve. He has not the original marks.

370. Have you got the original marks?—I have not.

371. Do you find it more convenient to have a higher maximum than that in the College?—Yes.

372. Because if you take 240 you can express more minute shades of difference than if you take twelve?—Yes. That was my reason for taking 240.

373. Then two students who took different marks with you would be reduced to the same level?—Two students of different years would.

374. Because when you take twelve as a maximum you do not use fractions?—I do.

375. Would the fractions represent the exact marks?—Yes. I reduce them to two places of decimals.

376. Then the marks after reduction which are preserved in the records of the College, would give a perfectly accurate knowledge of the marks which you gave to the students?—It would between student and student: it would not show you what relation the top man bore to my total of 240 on the papers.

377. As far as you are concerned you have no objection that those marks should be furnished to the Commission as a means of showing the standard adopted for the awarding of scholarships?—I have no objection whatever.

378. If a student obtains such marks from you as would indicate a standard not sufficient for scholarship, can he compensate for deficiency in your subject by excellence in another subject of the scholarship examination?—In some subjects possibly. Greek and Latin go together. If a man were below a certain standard I should recommend that he be not awarded a scholarship.

379. You consider that, as an individual examiner, you have a *veto* against his receiving a scholarship?—I could make a recommendation individually.

380. Taking 240 as the maximum, can you state what marks, as a general rule, would lead you to recommend a student for a scholarship, and what marks would lead you to exclude him from a scholarship?—In marking it all depends on the strictness or the leniency with which one marks, so that it would be hard to convey a proper idea to you how strict or how lenient they are.

381. One adopting a lenient standard, and another a strict standard, the value of their marks would be different?—It would.

382. Suppose we assume the examiners all round to adopt a moderate, reasonable, fair system of marking, and that we got from each the marks upon which he would admit to a scholarship,

* See Appendix III. B.—Documents Nos. 9 and 10.

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BELFAST. June 2, 1864.

Thomas Wilson Dougan, esq., M.A.

shall we not have a definite indication, so far as that evidence goes, of the standard on which the scholarships are given?—You probably would.

383. As far as you are concerned you see no objection to our getting it?—I do not.

384. With such explanation as each examiner might wish to give in reference to his own marks?—Yes.

385. I ask the question, because we have applied to the secretaries of the Royal University for corresponding returns from them. They have given these returns without any difficulty, and we take them with such explanation as may be offered?—In making my awards I have never looked so much to the marks as to the papers. I take the papers separately and look at the quality of the answers, so that my marking is not of primary importance in the matter.

386. You follow rather your own judgment on the paper than the marks you set down?—I set down the marks to every question separately and count them up carefully, and I also look over the paper again to see if the general answering is of a sufficiently high quality.

387. At all events, I understand that the College Council, or the authority that has this matter in hand, has considered that a system of marking is a desirable way in which each examiner should record his judgment on the paper, and that his judgment in this form, should then come before the common body for the awarding of the scholarship?—I dare say that that is the opinion of the President and Council, and that is my own opinion. I consider that a system of marking is the best. I should not think of going by impressions without marking.

388. Then, in fact, if we get the actual marks on which scholarships have been awarded we shall get the record of your judgment in the most definite way in which it can be given to us?—Yes.

389. I am perfectly satisfied with what you have told us, and I agree in all you have said. Students reading with you have gone up for the examinations of the Royal University?—Many have.

390. Has the judgment of the Royal University corresponded with yours—in other words, did those students who were best with you get the highest places in the Royal University?—I was somewhat surprised with the result in a few cases.

391. But taking the results generally, what would you say?—In a number of cases it confirmed my own impression. In some cases it did not.

392. When it was at variance with your own judgment, was the difference very wide?—In some cases it made a difference of a class.

393. That is between first and second class?—First and second, for instance.

394. On the whole, did the result of the examinations of the Royal University coincide roughly with your own judgment?—I did not look very minutely into the case of each individual student, but chiefly at the instances of the top students.

395. It is of those I am speaking?—As I said before it was often pretty much the same as my own judgment, and in some cases it was not.

396. Judging from your experience of examinations generally, could you have expected more than that from an independent examining Board. Is not there always a chance that one student will be fortunate in an examination and another unfortunate, so that there will be a little disturbance in the order as compared with the judgment of a professor who knows them from day to day and from month to month?—It is not unparalleled. In all examinations there are one or two results that cause surprise.

397. Then am I right in understanding that in the large majority of cases, especially as regards the best students, the results at the Royal University confirm your own expectations, but that in a certain limited number of cases they do not confirm your expectations?—I should not use the word "large" in the first case. In more cases the results coincided to a certain extent with my own judgment rather than conflicted with it. In some other cases, perhaps half that number of cases, it went contrary to my judgment.

398. And was the conflict in those cases very great?—In two cases it was.

399. Were these among the best students?—They were.

400. Dr. STONEY.—You have had experience of Owens College, Manchester; of Cambridge University, and the London University, as well as the Queen's Colleges. With reference to Cambridge—and the same applies to Oxford—the students enter at a later age than in the Queen's Colleges?—I cannot say what is the average age of the students here, but we have a number who come at eighteen, and a good number who come at seventeen; whereas nineteen is a far more common age at Cambridge and Oxford, and twenty is not uncommon. I think perhaps the average age would be one and a half or two years later at Cambridge and Oxford than here.

401. The men that go to Cambridge and Oxford have two years longer preliminary preparation before they enter the university?—I am sure they have.

402. In addition to that, do you think there is a difference in the opportunities that they have of obtaining a considerable amount of training before going to the universities?—The difference is immense.

403. Then the problem that a university, like the University of Oxford or the university of Cambridge, has to apply itself to in order to advance education in the greatest degree is a different problem from that which has to be considered in this country?—Very different. They often come up to Cambridge and Oxford having read all the work they are going to read; in such cases they only require to keep it fresh in their memory, whereas here they have it all to do in the great majority of cases.

404. The difference amounts to this, that the functions of a university in this country must be efficiently to teach. There are not the opportunities for obtaining candidates for admission to the university in the advanced educated state that they come to the English universities?—Yes; there is no doubt about it.

405. Then, having had experience of those four places of education, do you think the education in the Queen's Colleges an efficient one for bringing forward students from the stage in which students can be obtained?—I believe that it is very efficient, as efficient as it is possible for it to be.

406. With reference to the subject of marks, is it your opinion that any fixed standard, fixed and made applicable to every year, ought to receive a certain amount of modification after the experience of the examination?—I think that a fixed standard would be very unworkable and unsuitable.

407. You spoke both of your marks and the impression produced upon your mind by reading over for the second time the papers of some of the candidates. Do you think, in order to form the best judgment as to the position of the candidates, your marks require to be supplemented by the impression that you receive from reading over the papers again?—It is not in order to alter their relative positions that I read over the papers again, but in order to judge of the standard obtained by the lowest of the scholars.

408. It is, in fact, to ascertain what in that particular year ought to be the minimum number that you would consider as being that which ought to pass a candidate?—Yes. If I alter any marks in the course of a second reading I compare the answering of the person whose marks I alter with the answering of all the others.

409. You think a minimum fixed in that way is better than one fixed by an external authority to which you would have to conform?—I believe it is very much better.

410. Professor JACK.—Have you any experience of

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the standard of education in Owens College?—I studied there for three years.

411. Did you pass any of the examinations?—Yes, I passed examinations every year.

412. Would your experience enable you to state how the students of this locality compare with the students there as to circumstances?—I think that in a great many respects there is a very strong parallel between the two places. The circumstances of the students are somewhat similar. The students of Owens College have perhaps on the average rather more money at their command; the general prevalence of a strong desire to learn is noticeable in both Colleges about equally.

413. Of course you were not an examiner there?—I was not.

414. Are the fees charged in Owens College much larger than they are here?—They are somewhat larger. I do not remember very accurately the total that would be charged, but I remember that in Latin it was £2 12s. 6d. for a class, and in Greek the same. Here it is £2 2s.

415. That would represent the scale?—I think that might represent the scale.

416. Could you say anything with regard to a comparison between a first-class classical man at Cambridge and the very best men you occasionally turn out here?—From the nature of the case our average first-class classical man would not be equal to the first-class Cambridge man. He has not got nearly so good a start for one thing.

417. How long does he spend at classics—I understand his going in for a regular curriculum is pretty much defined by the College authorities?—That is another point of difference between a first class classical man at Cambridge and a first class classical man here. The first class man at Cambridge may confine his attention to classics, whereas here students have to pursue other subjects for at least two years. They do not specialize till the third year.

418. With regard to the system of marking, you say that 240 marks would represent your paper; that, for instance, the top man might be placed at 200, or at 150 or at 120, or anything that you thought fit in viewing the paper and considering the papers, and how it turned out to suit the men?—I allot the 240 marks among the questions, so that he cannot get more than 240, and, as a matter of fact, he gets a certain percentage less.

419. Your 12 is not one-twentieth of 240, but one-twentieth of the unknown quantity?—It bears relation to the unknown quantity.

420. After you have settled your 12, your other proportions of 9, 8, 7, and so on would be settled on the same principle?—Yes.

421. So that your 12 for one year might differ entirely from your 12 for another year?—It would.

422. I should like to know whether you have any system such as is sometimes adopted in other universities of joining extra mural examiners with the professors in the examinations?—We do nothing that way in arts in this College.

423. That is done, for instance, in Victoria University?—Yes, I understand.

424. In fixing the standard with regard to scholarship, have you ever had any difficulty in fixing a minimum standard—that is to say, have you had any practical difficulty in saying that a certain student should not get a scholarship—in other words, have you been compelled to lower your standard at times or have you not?—I have never had that difficulty. I have never had any difficulty in recommending the scholars who were recommended.

425. I see, for instance, in looking at the returns which the College supplied to us, that in the first year's entrance scholarships—for the five years you have been good enough to supply us with returns—there were during those five years 25 scholarships to be awarded, and 25 were given. In that case none of the 25 scholars who obtained scholarships were below what you consider a distinct scholarship mark?—No.

426. In the same way that applies to the second year—25 were given, and 25 were gained?—Yes, since I began to examine.

427. In the same way 24 out of 25 for the second year in literature. Then I find 26 for science. I suppose these were put down in 1881-82, and the extra was an exhibition?—When a scholarship cannot be awarded in classics it may be awarded in science.

428. So that when 24 and 26 are awarded, the 24 being for literature, and the 26 for science, that would make up the 50?—Yes.

429. In the third year, out of the thirty-five senior scholarships capable of being awarded thirty-four were actually awarded; so that altogether only one scholarship dropped out of the 135 that might have been awarded during those five years. That is what I make out of the figures here, if those figures are right. The 134 men out of the 135 who got scholarships were all competent and fit for scholarships?—I have no doubt.

430. I think you said that in dealing with those scholarships you yourself would scarcely agree to exercise an absolute veto, unless the veto belonged to the whole subject of classics—that is, that if a man made up for insufficiency of Latin by Greek, or insufficiency of Greek by Latin, that would be within the purview of the examiners?—What I said was that the scholarships were often awarded for answering in both Greek and Latin; but I do not say that I might not, in some conceivable cases, undertake to recommend that a scholarship should not be given, even though a candidate might be very good at Greek. The candidate might know no Latin, for instance.

431. You might exercise a veto for his deficiency in Latin alone?—The recommendation would have the effect of a veto.

432. You said with regard to the difference in results in the examinations of the Royal University and in the examinations of your own students, that you had been struck a good deal with that difference, and I gather from you that with perhaps two-thirds of the results your own judgment more coincided than conflicted, and one-third more conflicted than coincided?—I think, roughly, that might be about the state of the case.

433. And that you were struck a good deal with the conflict with regard to your best students?—With regard to two students, I remember being specially struck by the difference.

434. Have you any theory, beyond what Dr. Molloy suggested, as to the possibility of explaining that?—The system on which places are given is not quite the same, for one thing. The exhibitions up to the second university examination are, I understand, given by the Royal University, by adding the marks in all the subjects open to the students, whereas our scholarships are given for special subjects—for instance, in the second year, answering in Greek and Latin. A student might possibly take a scholarship in Greek and Latin, and might not be able to take an exhibition in the Royal University, because he might possibly not get many marks in other subjects.

435. How many subjects are there in the Royal University examination?—In the first university examination there are five subjects. I do not remember how many there are in the second.

436. Are the Owens College students much of the same age as those here?—I think they are about the same age. Some of the students at Owens College are even younger than any we have here; but, on the average, their age is perhaps about the same.

437. Dr. MARSTON.—Comparing the state of a young man on entering with that at the time at which he leaves the College, has the training had, in your opinion, a very marked effect upon him?—I think I see signs of improvement. It is natural to expect that education should exercise a smartening influence, and I believe that I see signs of that.

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BELFAST *June 1, 1884.*

Thomas Wilson Dougan, esq., M.A.

438. You have had a good deal of experience in education at Cambridge, Owens College, Manchester; and now at this place Comparing the education here with that obtained elsewhere, and taking the difference of circumstances under which the students are placed, what is the result of the comparison in your mind?—I think that the desire to learn is at least as prevalent, and my opinion is that it is more prevalent here than at Oxford and Cambridge. There is more anxiety among the students to improve themselves.

439. There is more anxiety, you think?—Yes, but they start at a disadvantage.

440. Is it your opinion that in that respect this College fulfils a very desirable and useful purpose in supplying a large number of men who have an anxiety to learn, and have not had the means hitherto, with an opportunity they would not otherwise enjoy?—I think it gives a most valuable opportunity to a large number of students

441. What would you characterize the training in comparison with the other places?—The training is efficient.

442. CHAIRMAN.—In reply to Dr. Stoney, you stated that the Cambridge students come in a year and a half, or two years later, and therefore with greater advantages. Do I understand that the standard at Cambridge is higher than here?—More than half the students come from the English public schools, and grammar schools They have a very fine education within their reach. Their parents have on the average a great deal more money than the parents of Irish boys, and therefore they educate them. Altogether the facilities for education are much greater than our students have.

443. They have enormously greater advantages?—Yes.

444. But is not the result of having enormously greater advantages this, that the standard of education is higher?—It is.

445. You also passed an examination in the London University?—I did.

446. That was for the M.A. degree?—Yes.

447. Did you matriculate?—Yes. I passed the regular examinations of the university in succession, ending with the M.A.

448. What is your experience of the average ages at which the students matriculate at the London University?—I could not state what the average is. I never had a very great eye for statistics; but I have known them to join from sixteen to forty-three, or thereabouts.

449. The average between these ages would make a very old student. But do they not go in very young into the London University?—Some do.

450. Would you be surprised to hear that the man who matriculated highest last summer was sixteen, and that the fourth man was not seventeen?—That is because all the marks in the ten subjects were added together, and the youth who will answer shortly and not go too deep into it will get most marks all round. It need not be the best person who will come out first all round. I think this view has been held by many of the most competent judges.

451. You say you fixed for your own convenience an arbitrary standard of 240, and then you reduced that to twelve, to adjust the relative rights of the candidates among themselves. Could you give the Commission any idea, taking your highest standard at 240, what was the lowest mark you gave a scholarship on before you reduced it to twelve?—I do not remember.

452. Do you believe you did it on such a number as 120?—I am pretty certain I did not.

453. Before reducing it to twelve what do you think a candidate ought to come up to of the 240?—That depends on the way I mark. I may not mark with the same strictness from year to year. The top students would be somewhere about 200.

454. What would be the fifth man?—I cannot undertake to say, but I do not think he could be so low as you suggest, 120.

455. He would be more than half?—I believe he would.

456. Would he be 75 per cent.?—Somewhere about 67 per cent.

457. And you gave him a scholarship on that?—Yes.

458. Professor JACK.—You said just now that as a matter of fact, the standard of education, as the result of circumstances you explained, is higher in Cambridge with students when they enter than it is here. I presume that in Cambridge there are a large number of tolerably unprepared students as well as a large number of highly prepared students?—There are. About half the students are pass-men at Cambridge, and it is somewhere about the same at Oxford, and most of them take things very easily. The best of the passmen have not very much to do, as the pass is not very severe.

459. I do not know whether you would compare a passman at Cambridge with an average man here?—I think a pass man probably knows more when he comes up to Cambridge, because he generally comes from a grammar school or a public school, but he is generally idle.

460. Would you be inclined to say that he knows more or less when he comes out of Cambridge, or when he comes out of Queen's College?—When he is a B.A. Our students know, and all along must know, a good deal more than an average passman.

461. Would there be any considerable number of pass-men at the University of Cambridge who would find it difficult to pass your matriculation examination?—There would be some of them certainly, because we examine them in classics and mathematics, and there are always some who find very great difficulty from one corresponding examination in Cambridge called "the previous examination."

462. That is, the previous examination in Cambridge corresponds very much to your entrance examination?—There is a considerable similarity.

463. And it is passed at different periods of residence?—What is the equivalent to it can be passed from school or within three months of entrance.

464. And it may be postponed to within eighteen months of entrance?—A class man may postpone it for two years. In many Colleges he is sent away if he does not pass in two years.

465. You mentioned that you passed most of the examinations in the University of London, matriculation, first B.A., second B.A., and so on. Would you be able to compare an average pass-man with an average pass-man B.A. of the Royal University, or with a man when he obtains a sessional certificate?—It is very hard to compare them. I think an average pass-man of London is better than an average pass-man here.

466. Would you be able to compare a man who obtains honors in the London University with a man who obtains honors here?—I think that many of our honor students here are quite equal to the London honor students, and I am not sure that we have not rather more of them.

467. In proportion to the whole number of students?—Yes.

468. Rev. Dr. MOLLOY.—The practice is that when the marks from the examiners are given in, the mark obtained by the highest student is raised to twelve, and all the other marks are raised in the same ratio?—Yes.

469. For what purpose is that general raising of all the marks adopted?—I have heard that the idea was that examiners differed in their standard, and that it was more fair to make the top competitor the standard then to have the different examiners vary the standard adopted.

470. But would not the relative value of the marks given by each examiner remain exactly the same after all the marks had been raised in the same ratio?—Between student and student it would be the same, but in adding up it would not be the same. For instance, one examiner might give 240, another 190, and another 150.

471. Each top man would get twelve then?—Yes.

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BELFAST June 3, 1881

Thomas Wilson Dougan, esq., M.A

472. And you would raise the marks of those below in the same ratio as those of the top man?—If it were one who got 150 taking a different subject he would get twelve.

473. Then in fact it is assumed that all the top students have attained the same standard of proficiency?—In adding together it is taken as the basis.

474. If the top student in one subject gets, let us say, 120, and the top student in another subject gets 230, both are brought, in your system to the same level of 12. Therefore when there is a deficiency in the standard reached in one subject as compared with another, that deficiency is effaced by your system?—That is making an extreme assumption.

475. I am putting an extreme case to test the principle. The method is calculated to blot out altogether the difference that may exist between the excellence obtained by the top student in one subject and the excellence obtained by the top students in other subjects?—In my subject the highest student would get twelve, but there are other subjects in which he would only get nine.

476. Are the marks that are kept on record the marks as they exist before they have been raised by this system, or after they have been so raised?—I do not know how the others are kept, but they are in the registrar's office.

477. Then he would be the best person to tell us?—He would.

RANDAL C. J. NIXON, esq., examined.

Randal C. J. Nixon, esq.

478. CHAIRMAN.—You are head master of one of the educational establishments of Belfast?—I am head master in the mathematical department of the Royal Academical Institution.

479. How long have you been master there?—Fifteen years.

480. What experience in teaching had you before you were appointed to that post?—I was two sessions assistant to the professor of mathematics in Glasgow University, and previously I was two years master in Aldenham Grammar School.

481. Of what University are you a graduate?—I am M.A. of Cambridge.

482. Have you in this institution in Belfast trained a number of students who afterwards came to this College?—Yes. I may state as a fact that during the fifteen years, forty-three of those who gained entrance mathematical scholarships have been prepared by me.

483. Of course you watch with interest their career afterwards?—Yes; twenty-eight of them afterwards came to me to get further assistance.

484. Are you able to tell whether students from other departments of that institution come to this College?—Certainly, a large number.

485. Could you give us an idea of the average number of students sent here year after year from your institution?—More than thirty generally.

486. Does it generally happen that students who have been trained by you and have been distinguished in College go back to you for assistance?—Not generally, but twenty-eight of those who gained scholarships have done so, and gained other scholarships.

487. That is, before they go in for their scholarship examinations they go to you to get a grind?—Yes, a little help up.

488. And that help up assists in getting them over the stile?—Generally.

489. Does that twenty-eight apply to the number that went back to you during fifteen years?—Yes.

490. How many got scholarships?—Forty-three who went from me got scholarships on entering in fifteen years. There were about 100 obtained altogether, and my men got nearly half of them.

491. Is there any evidence pertaining to our inquiry that you would wish to offer?—I think I have an opportunity of drawing a comparison between the standard of excellence here and that in Glasgow University, because I was two years' assistant professor and the entire work of the mathematical classes went through my hands. That is sixteen years ago.

492. What comparison do you draw then?—I have not the slightest hesitation in saying that the standard here is much higher than in Glasgow. I am speaking of the time when I was in Glasgow; whether you take the senior classes or average boys—young men as you may call them.

493. And the standard here is distinctly higher than in Glasgow?—In mathematics.

494. How do you know what standard has been reached here by the students when they leave your hands?—Some of them come back, who are attending classes here, and we go over the papers together, and I see their work.

495. Have you been able practically yourself to form a personal judgment as to the standard in mathematics maintained here?—Certainly.

496. Does that experience extend to the present time?—Yes.

497. And your evidence to the Commission is that the standard is higher here than in Glasgow?—Yes, than it was when I knew Glasgow; distinctly higher.

498. Dr. STONEY.—Have the candidates for first year's scholarships who come from the Belfast Institution pretty well ascertained their relative merits before they go forward?—They have had our own examinations, and won prizes.

499. So that not many more than those likely to be successful would go in for the scholarship examinations?—Not many more.

500. The ascertaining of who ought to go in and who ought not has been determined before they go forward?—Almost.

501. Have the scholarships awarded in the Queen's College, Belfast, had any useful effect on school education in the North of Ireland?—In our school it has been a useful stimulus to a great number of boys.

502. Would that stimulus continue if removed from the College and Ulster, or would an equivalent stimulus be provided, were the same funds administered by another body?—It has been a most valuable stimulus.

503. And Ulster would most seriously lose if these scholarships were removed?—In my opinion it would.

504. Have you ever heard of any university or college that had not got considerable prizes?—I never heard of any colleges, except perhaps those in Germany.

505. But in this country?—I have not heard of any in this country.

506. Do you think that the removal of the scholarships from the College would induce the best-class students to abstain from coming forward, and induce them to look elsewhere?—Several of them could not come at all. Usually the best of them are those who most need the scholarships.

507. Rev. Dr. MOLLOY.—You spoke about a comparison between the students coming up to this College in mathematics as compared with students going up to Glasgow. You have had a very good opportunity of knowing the comparative capacities of Irish, Scotch, and English students in learning mathematics. Which of these would you put highest?—The Irish, unquestionably.

508. The Irish are better than the Scotch at learning mathematics?—The Irish are distinctly better, than either Scotch or English, at mathematics.

509. Though I have not had the pleasure of meeting you before, I am well acquainted with your work in preparing students for this College and the Intermediate Education Board. I find that you prepare a large

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BELFAST. June 3, 1884.

Randal C. J. Nixon, esq.

number of students for the Intermediate Examinations. Would you say that students who go up to the Intermediate Examinations in Ireland, in the senior grade are far before the students who went up for matriculation in Glasgow University, as it was when you knew it?—Distinctly so.

510. Would you say that the students who go up in the middle grade to the examinations of the Intermediate Education Board are at least as high in their amount of knowledge, if not higher, than those who went up for matriculation in Glasgow?—There was no matriculation examination in Glasgow University. Those who had previously studied mathematics went into the middle or senior classes. In the junior class they commenced at the beginning. I started the junior with the first book of Euclid.

511. Then those in the junior class know nothing whatever of mathematics?—Nothing whatever.

512. Would you not say that the students you prepare to get exhibitions at the Intermediate examinations in the middle grade are more advanced than the students coming to Glasgow University for the first time?—I cannot answer that question as to those who entered in the higher classes.

513. Comparing the middle grade of the Intermediate Education Board with the matriculation in the Royal University in mathematics, which is the higher?—They are about the same, for the pass part of each.

514. From your experience as a teacher of mathematics in Intermediate schools, would you say that the Irish Intermediate schools stand high as regards mathematics?—The standard is good, having regard to the comparative ages, but the boys leave younger here than in England. I did not leave school till nineteen, and we seldom keep boys till that age.

515. Do not a large number get very high marks in the middle grade in mathematics, and that is higher than the matriculation of the Royal University?—Not higher than the matriculation scholars.

516. The programme of the senior grade in the Intermediate is considerably higher than the programme for matriculation in the Royal University?—The senior grade *pass* is higher than the matriculation *pass*; but for *scholarships* the reverse holds.

517. Dr. STONEY.—You have a large experience of marking in different places. Have you found that the same per centage in different subjects represents the same amount of knowledge. For instance, should fifty per cent. in classics and fifty per cent. in mathematics rank as the same thing?—I think not.

518. Professor JACK.—I understand that you were assistant professor for two sessions in Glasgow University?—For two sessions.

519. That was fifteen years ago?—Fifteen years ago.

520. Kindly describe your work?—Two lectures a day to the two junior classes, and all the examinations of all the classes. I marked the examinations for the two senior classes, and looked over their weekly exercises.

521. Do you mean by the two senior classes the middle class and the senior?—Yes.

522. The professor lectured the middle and senior classes, and you lectured the two junior classes?—Yes.

523. Your experience with regard to Glasgow University is confined to two years?—To two sessions.

524. Have you any knowledge of the present state of Glasgow University?—Not the slightest. I have had no connexion with the place since.

525. At that time, I do not know what you found with regard to the junior class. You said, for instance, that the junior class knew no Euclid, and that you began by teaching them the first proposition of Euclid?—Yes, we started from the beginning.

526 Had you any means of knowing that their knowledge was as limited as that, or was it possible for a student, for instance, who knew a good deal of Euclid to be in the junior class?—The professor settled where they were to go, and the professor placed those that were fit in the Middle class, and sent me the rest.

527. Did he do that by examination?—Not that I know of, except simply by talking to them.

528. If, for instance, the professor left it to the student would you know, or would you not know, whether he might have left it to the student. Is it possible that the professor simply said, "Choose your own class?"—It is possible, but from the state of their knowledge I would say that there was not in any case very much knowledge, or I should soon have found it out by the oral examinations. I would soon find out whether anyone was beginning or not beginning.

529. Then your knowledge of the senior and middle class was confined to the results of your examination papers?—Those, and their weekly exercises.

Henry R. Parker, esq. LL.D.

HENRY R. PARKER, esq., LL.D., examined.

530. CHAIRMAN.—You are, I understand, head master of the Methodist College?—I am.

531. How long have you held that position?—Nearly thirteen years—from 1871.

532. What experience have you of University life?—I am a graduate of Trinity College, Dublin, Doctor of Laws, Scholar, and Moderator. I have 256 boys, including nearly fifty boarders.

533. Does that represent the average number of students of the college?—Very fairly; perhaps a little over the average.

534. Do your students in any numbers come here and pass through Queen's College?—We are one of the principal feeders of the College, and our boys generally come here. Some go elsewhere—to Trinity College, and to Oxford.

535. On looking over the returns it seems that some of the students on the roll here only attend certain classes, and some very few classes. Does it happen that students would be attending class in your College and supplement their studies in your College by attending classes here?—We supplement the studies here by our classes.

536. I do not think Dr. Porter would be satisfied with that view of it?—I understand supplement means something additional. They come over to us for mathematics, and sometimes for classics.

537. Do they come here or do they go to you?—The pupils of the Queen's College come over for supplementary teaching in the Methodist College with us.

538. Those who go to the Methodist College do not take their classics or mathematics here, or do they take both with you?—No, they take both here, but come for additional teaching to us in the same subjects.

539. Do you send many pupils who matriculate here?—Yes, a good many.

540. Who go through the course?—Yes.

541. Could you give an idea of the average number that go from your College and matriculate here?—In the last ten years we have got nearly forty entrance scholarships. Our College is a new College. The first time we had a boy in for scholarship was in 1873.

542. Do your pupils get senior scholarships?—Oh, yes, we have got about ninety scholarships altogether in the ten years.

543. Knowing what your students have done are you able to form an opinion as to the standard of education here?—Yes. I have a very high opinion of it from comparing it with what I know of my own student days, and what I know of the teaching in Trinity College, Dublin.

544. You are able, you say, of your own knowledge

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to tell us whet the standard is here?—Yes, I think it is very fair.

545. Does that apply equally to all the branches of learning here, or to one or more?—I confine it to the two branches particularly with which I am most familiar, namely, classics and mathematics.

546. Rev. Dr. MOLLOY.—Students from your College took about forty scholarships in ten years?—Yes.

547. That would be an average of about four a year. There are some ten entrance scholarships every year?—There are engineering and medical scholarships.

548. You do not confine your statement to the faculty of arts?—No.

549. Could you tell us what proportion of students who are matriculated students of Queen's College, Belfast, go to you for a portion of their lectures?—It has been principally confined to scholars who come working for a second year's scholarship, and for the Royal University, and I should say we have had from three to six every year of those coming for this teaching.

550. Those students who go to you wish to have additional assistance to that of their own professors?—Yes.

551. Dr. STONEY.—I would like to ask whether in your opinion candidates for first year's scholarships here have ascertained whether they have a prospect of success or not before they come forward?—Yes, they have, and go forward by my advice frequently.

552. But few come forward except those likely to obtain success?—Yes, and if a boy has failed he studies for a year.

553. Is it your opinion that the scholarships have been beneficial to school education in the North of Ireland?—They have been immensely beneficial. I would consider it a very great calamity if we were deprived of them.

554. I would like to ask your opinion as to the percentage corresponding to equal merit in different subjects, whether, for instance, 50 per cent. in classics—that is, Greek and Latin—and 40 or 30 in mathematics might be equal?—I think it is easier for a boy in a certain space of time to prepare so as to get higher marks in mathematics than in classics. We have had cases of boys in two years going over the scholarship course in mathematics.

555. That is explanatory of the fact that the standard of attainment in Ireland is not to be fixed by the marks. Boys, you say, do not work at their classics here as in England, where they are always at them from ten years up. Do you not think that the standard of mathematics is high?—I do

556. Professor JACK.—Comparing the education here with the education in your own student days in Trinity College, Dublin, you have a very high opinion of the standard of education here?—Yes. I form it from familiarity with it. I think it is very thorough.

557. From what time is your knowledge of Trinity College, Dublin?—I entered Trinity College, Dublin, as sizar in 1861, and I got my A B. in 1865.

558. Have you any means of judging whether the same comparison would extend to Trinity College, Dublin, at the present day, or would you confine it entirely to the time you speak of?—I would say that the men prepared here can hold their own, from what I have heard and seen of Trinity College men; and I know that Trinity College professors who from time to time examined Queen's College students, spoke very highly of them—of my own pupils in fact.

559. How many students would you send here as a rule?—I would say that ten per annum would be within the mark. I am not very certain of it, but I will examine it, and if I am wrong I will correct my evidence.

560. About the system of deans of residence here, do you happen to know how it works?—Our president is dean of residence.

561. Describe to the Commission the system as it works?—I believe he has a class. He used to have a class of the Methodist students in connection with the Queen's College. They came to him to receive religious instruction.

The Commission adjourned to next day.

SECOND DAY—WEDNESDAY, JUNE 4TH, 1884.

June 4, 1884.

AT QUEEN'S COLLEGE, BELFAST.

Present:—R. P. CARTON, Esq., Q.C., Chairman.

Rev. GERALD MOLLOY, D.D., F.R.U.I.; GEORGE JOHNSTONE STONEY, Esq., M.A., F.R.S., D.Sc.; Professor WILLIAM JACK, LL.D.; and Deputy Surgeon-General JEFFERY A. MARSTON, M.D.; with N. D. MURPHY, Junr., Esq., Secretary.

W. K. M'MORDIE, esq., M.D., M.CH., Q.U.I., examined.

W. K. M'Mordie, esq., M.D., M.CH., Q.U.I.

562. CHAIRMAN. — You are a medical doctor practising here?—Yes.

563. And I believe you were a student in this College?—Yes, I entered the Queen's College, Belfast, in 1863.

564. In what year did you graduate?—I graduated in 1868.

565. Did you take your degree in medicine in the Queen's University?—Yes.

566. You have been practising here since?—Yes. I am Physician to the Samaritan Hospital for Women, and I was some time an Examiner in the Queen's University.

567. Have you informed yourself of the scope of our inquiry?—I have.

568. I believe you are anxious to give us some evidence on the subject?—Under all the heads.

569. I will ask you to state what evidence you are prepared to lay before the Commission, telling you that if you travel outside the scope of the inquiry, it will be my duty to stop you?—I will keep within the scope of the inquiry, as far as possible. The four heads of the inquiry are very concise. I would rather take the last first—as regards the fees. Do you wish to get information on that now?

570. It is entirely for yourself. We have received very full information on the subject of the fees already.

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BELFAST. June 4, 1884.

W. K. M'Mordie, esq., M.D., M.CH., &c.

But if you wish to supplement the evidence we will take what you have to say?—The fees generally in the arts course are very moderate. They are about one-fourth lower than at Owens College, Manchester, but taking into consideration the different circumstances of the students, the fees at Owens College are lower, £1 here is worth £2 in Manchester. Speaking particularly of the fees, I would wish to go into the scale of fees with regard to the practical anatomy class, and the class for anatomy and physiology. Certificates for attendance on two courses of lectures for two years were required by the Queen's University, and I think that was the time also required by the General Medical Council. There were not two courses of lectures in the Queen's College. There was but one course. So students entering the anatomy and physiology class went on very fairly until about the end of the first term, but after that junior students were quite unable to follow the lectures, except they were unusually clever, above the average, and gave special attention. Next year they took the class again, and there was the same course of lectures. They began to get into the subject then, and had fulfilled the conditions so far as the Queen's University, and the General Medical Council were concerned; but in order to learn the subject, they were obliged to take it up a third time. This was adding unnecessary expense, whereas if a junior course of lectures was given in the first year, the student would be ready for the senior course, and with fair reading of the books he would be able to complete his course. Therefore in the anatomy and physiology class, there was £3 expense unnecessarily put upon the student for which he received no benefit, and the public received no benefit. The only person benefited was the Professor of Anatomy and Physiology. With regard to the practical anatomy class, there were two courses of lectures required by the University, and also by the General Medical Council.

571. Are you speaking now of the present system in the College, or what it was under the Queen's University?—There is no system here now.

572. Are you speaking of what obtains at present or what ended under the Queen's University—we have nothing to do with the past, only with the present?—I am coming to that now. In the practical anatomy class the two courses of lectures were and are required; but there is no man can make up the course of study to pass the degree examination on two years' dissections, and there are no summer dissections. In order to have the privilege of dissecting the third year, the student must fee the practical anatomy class a third time. In the fourth session he is allowed, on paying the dissecting-room fees, to pursue his studies in anatomy. It requires four years' dissections now to qualify a man fairly for examination, and in order to take four years' dissections he must pay fees three times, that is, once more than is necessary to meet the requirements of any examining body, and the only person benefited by that is the professor of anatomy. Therefore, that is £5 unnecessarily added. With regard to the number of students dissecting, a man cannot do as much here as in other places, because of the insufficient number of demonstrators—only one for 250 students. The practical anatomy class would number over 200 students, of whom one-fourth would be paying fees a third time for the privilege of dissecting. That would be three fifties, £150. There is 10s. from each student for dissecting-room expenses, in providing bodies, and paying for one demonstrator, who only receives £100 a year. With regard to the hospital teaching, the hospital fee is £5 5s. for the winter session, and £2 12s. 6d. for the summer session. That might not seem an exorbitant fee; but, taking into consideration the small capabilities of the hospital for teaching purposes, it is out of all proportion. There are nominally 160 beds in the hospital; but, for teaching purposes, they would not amount to nearly so many, and for this reason that the cases are not selected by the medical attendants, but are got in by the influence of the supporters of the hospital. The cases are, therefore, not selected with any view to teaching purposes, and include a large number suitable for a convalescent home or an hospital for incurables. Then a large number of beds are occupied with minor accidents from the mills, and these are of no service for teaching purposes; so that the hospital fees, taking into account the resources of the hospital for teaching purposes, are too large. I saw it was stated yesterday that the Royal University acted injuriously on the Belfast Queen's College in requiring a year of arts, and so deterring them from graduating and inducing them to go elsewhere. That is simply not so. The reasons why the students have gone elsewhere are, in the first place, largely owing to the imperfect hospital accommodation for students in Belfast; and, in the next, there were certain classes for the Queen's University degree, which the students were compelled to attend in order to obtain the degree, but the anatomy professors were solely the examiners in anatomy. Anatomy was a very important subject, and counted two—anatomy and physiology, and the anatomy proper. If a man failed to pass in these subjects he could not obtain his degree. It was justly found that the best places to learn anatomy for the Queen's University was in the Queen's Colleges, and it was generally considered that Professor Redfern was the best teacher of anatomy in this country. The examinations were so conducted that it was impossible to "cram" for them. They were exceedingly fair, and the questions could only be answered by a man who had given fair attention to the subjects in the class and dissecting-room. It was impossible for a man to pass except he dissected in the Queen's Colleges for four sessions. That was, therefore, one reason why they were compelled to attend the Queen's Colleges to obtain the University degree. But if the Dublin men had been examiners in anatomy, and had no student been compelled to attend any classes in the Queen's College, the condition of matters at present existing would have prevailed during the existence of the Queen's University. That is absolutely correct. As regards the deficiency in the hospital teaching, the College authorities are, to a very great extent, to blame for it, and simply because those in the College at the head of affairs know nothing about it. There could have been and at many times might have been funds obtained to establish an hospital largely for hospital teaching. When Dr. Andrews resigned his chair there was a large amount of money raised to establish a scholarship. That might have been raised to establish an hospital, and would have done a great deal of good to the medical school. Steps were taken—but the object has never been accomplished—to open the Union hospital. It would have been done but for quarrelling about the amount of fees. As regards the drawbacks of the hospital teaching, I should also mention that the system of appointing the medical men is such that they have no influence or position in the hospital. They receive the fees, which amount to some £60 a year, and the subscribers to the hospital, rightly or wrongly, think that a medical man looking for the appointment is looking for the salary, and there is frequently very close canvassing for the appointment. So that afterwards the medical men have simply no position to exercise their influence to make even a small hospital thoroughly available for teaching purposes. I might mention examples.

573. I would rather you would not mention names. If you have any examples give the particulars of them?—If it be asserted that the staff have an independent position with regard to the committee I can give the examples to the contrary without mentioning names. May I do that?

574. It strikes me as not being material. The want of accommodation is very pertinent to the inquiry, but we have nothing to do with this?—But it does not at all represent the case. The want of accommodation is not so much the question as a proper selection of cases. Where there was a proper extern department a man could select for fifty beds an excellent variety of

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teaching cases, but here the cases are simply sent in by old ladies and benevolent old gentlemen, who subscribe one or two guineas a year, and might be there for five or six months, the same cases, until relieved by death; and yet we are annually told that it is the best hospital in the world. The Deputy Surgeon-General can inspect the hospital for himself.

575. Rev. Dr. MOLLOY.—It may be very good as a hospital, and yet not very good for the purpose of teaching?—There are too many physicians and surgeons—there are eight for 150 beds. Two surgeons and two physicians would be ample. A man has only charge of a case for three months, and then he gives it up *in toto*.

576. CHAIRMAN.—Incidentally you have told us something on the first head—that is the standard of education—as well as on the last. If you have anything else to offer on the several heads of the inquiry we shall be happy to hear you?—In reference to the third head of the inquiry—to what extent and with what results students avail themselves of the advantages offered by the Royal University—there is one thing that comes to my mind at present that some might look on as an advantage and some as a disadvantage. At the October examinations in materia medica there were twenty students found with books, and they were not turned out, nor did they lose their examination.

577. I cannot allow evidence of that kind. We are not sitting in judgment on the Royal University?—The inquiry under this head is as to the advantages of the Royal University. That is one of the advantages of the Royal University. If you reject evidence of the fact, why it is all right; but it is certainly looked upon as an advantage by some.

578. I reject the evidence. The inquiry on this head is as to the extent to which students avail themselves of the Royal University?—I have a clear conception of the meaning of the language here:—"To what extent, and with what results, the students avail themselves of the advantages offered by the Royal University of Ireland?" One of the advantages, never found before certainly, was that of students being found with books and not turned out of the examination. That is a matter of history. I have got the documents here.

579. That is a line of evidence which I cannot allow?—It is the cream of No. 3. Whoever framed that head of the inquiry did not foresee the answer. We are not asleep down here. I will press for the decision of the court that this evidence be received as one of the advantages offered by the Royal University. The decision of the Commissioners will do quite as well as the reception of the evidence.

580. The majority of the Commissioners are of opinion that the evidence is inadmissible?—I think they are quite right. It would not suit. I shall now go to other matters under this head.

581. We will be happy to receive any evidence that is pertinent, I assure you?—In the first place, the students of the Queen's Colleges have no choice but to go to the Royal University for degrees, because it is not in their power to go to a university where the degree represents a certain amount of knowledge plus academic training. That is a compulsory advantage. The greatest advantage would be if the students could get quit of the Royal University altogether and had somewhere else to go to. I really cannot think of any advantages.

582. The result of your evidence is that you do not think it is an advantage?—To be connected with the Royal University?

583. Yes?—Oh, it is a great calamity. No doubt of it. What I would ask to take up now would be the general causes affecting the attendance of students at the Queen's College, accounting for the diminishing numbers. The first great cause that I would say diminishes the number of students attending the Queen's College, and thereby diminishing the number competing for scholarships is, and has been, the appointment of clergymen as Presidents, and such appointments not being made even on academic grounds. In a small community where sectarian feeling runs high, and where there are keen rivalries, even the semblance of a preference for a particular denomination created hostility to the Colleges among other sects. The emoluments were sufficient to secure men distinguished either in science, literature, or philosophy, whose reputation and influence would have attracted students. Sir David Brewster, one of the most distinguished scientific men of the day, was an unsuccessful candidate for the presidency of Belfast College.

584. Under what head do you offer this as evidence?—This is a cause of diminishing the number of students.

585. What we have to ascertain is the number?—This keeps away the students.

586. We must keep within the four heads of our inquiry. What we have to consider is not the cause of the diminution, but the actual number. You seem to have prepared a careful statement and one that would be valuable to the Commissioners. What I would ask you to do would be to give us at present any evidence as to matters of fact?—This is a matter of fact.

587. We would then be very happy to receive and give every attention to a statement of opinions coming from a gentleman like you who has had opportunities of forming an opinion. But I want first of all to keep the inquiry within its proper limits, and I do not want witnesses to be mixing up (excuse me for saying it) matters of fact and matters of opinion?—You went wider than that yesterday.

588. I do not think so?—Yes. This is a very moderate thing. Let me finish it.

589. Do you wish to read it to the end of the paragraph?—Just so.

590. Very well. It may be shorter to hear you, as you wish to read to the end of the paragraph?—I must repeat part of it. One of the causes tending to diminish the number of students attending the College is the appointment of clergymen as presidents and such appointments being not even made on academic grounds. In a small community where sectarian feeling runs high, and where there are keen rivalries, even the semblance of a preference for a particular denomination created hostility to the Colleges among other sects. The emoluments were sufficient to secure men distinguished either in science, literature, or philosophy, whose reputation and influence would have attracted students. Sir David Brewster, one of the most distinguished scientific men of the day, was an unsuccessful candidate for the presidency of Belfast College. As this course did not approve itself to those in whose hands the appointments lay, the best course would have been to appoint one of the professors with a small salary, and a free house, in addition to the emoluments of his chair. The duties of a President are not sufficient to occupy his whole time. The Presbyterians have their College in the immediate vicinity of the Queen's College, and as they wished to avail themselves of the Queen's College it was understood that their countenance could not be obtained unless a minister of their denomination was selected as President. The late President was a minister of their church, and the present President was taken from the ranks of the professors of their College. In addition to this recognition of their sect, they required to be satisfied with the professor elected for the chair of metaphysics, and this was at the outset done by the appointment of the Rev. Dr. M'Cosh. Professor Park who succeeded Dr. M'Cosh would not have been appointed had it not been that he was the son of a Presbyterian minister and was personally known to and respected by a very large number of the ministers of his church. To such connection, rather than to his great talents and qualifications, Mr. Park's appointment was due. Then another one was the appointment of a Presbyterian minister to have charge of the books. There were three Presbyterian ministers appointed to offices,

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BELFAST. June 4, 1884.

W. K. M'Mordie, esq., M.D., M.Ch., Q.U.

and it was quite impossible that Roman Catholics would look on this otherwise than as a sectarian institution. Of course we who were attending the classes knew there was nothing of the kind spoken of; but the public could not say that. Not only a large section of the community, but another section not so widely different, the Episcopalians.

591. Have you much more of the same class of evidence to offer?—No; it is all on this page. I will give you a lot of valuable information. It is perfectly correct.

592. Be good enough to continue. We will see how far it comes within the scope of the inquiry?—A cause which, to a large extent, affected the attendance of students, was the appointment of professors on political or personal grounds. The original professors were necessarily selected from the graduates of the English and Scotch universities, and having no previous experience of the Colleges, no matter how well disposed there was necessarily a want of sympathy between them and the students, and as they came from older and more distinguished universities, they to some extent looked down on the Colleges they were connected with, kept aloof from the students, and discharged merely the functions of lecturer.

593. That is all right. The emoluments attached to the chairs were not sufficient to induce the best men of the older universities to accept the appointments, and so the chairs were filled by second-rate men. As chairs fell vacant, since 1857 or 1858 there were graduates of Queen's University well qualified who would gladly have accepted them. These men being young, would have had more enthusiasm, and from having won their honours in connexion with the Colleges and University, would have excited a healthier and more stimulating sympathy in the students. All of the nine arts chairs in the Belfast College have fallen vacant since 1863, and only one graduate of the Queen's University has been appointed—Professor Park. Had there been a number of fellowships in connection with the Colleges or University, a class of the more distinguished students would have been induced to continue their connexion, and so even better men would have been available for the professorships in the Colleges. Professor Park was the only arts professor in Belfast who seemed fully to recognize the importance of the union between the University and the Colleges at the time the change was under discussion. In the absence of fellowships the professors should have been selected from a limited number of names submitted by the graduates. Those who were qualified had not the personal or political connexion necessary to have their claims recognized. Another cause diminishing the number of students in the faculty of law is, that the law lectures in Trinity College count for a student for the degree of B.L., whether he obtain the degree or not. The law lectures in the Queen's Colleges only count if the student obtains a degree in arts. This diminishes the number of students in law, and thereby diminishes the competition.

594. Certainly?—The clerical Presidents were at all times anxious to encourage sectarian schools in opposition to non-sectarian schools, by their personal connexion and influence.

595. That is a matter we cannot go into at all, Dr. M'Mordie. Part of what you have read seems to be very pertinent to the inquiry, and part does not; but the two things are so mixed up it would be perfectly impossible to exclude one and include the other. Therefore the view of the Commission is, that so far as you have gone we will receive the evidence; but once you enter on the question of sectarian or non-sectarian education, we cannot receive it, as being utterly outside the scope of our inquiry?—I am not saying whether sectarian or non-sectarian education is the best, but this is a non-sectarian place.

596. I must ask you not to make statements which are not pertinent to the inquiry in any way?—As to the number of students attending, or whether a gentleman sent his son to a sectarian university—would not that be an example for others to follow suit?

597. The difficulty we are in is this—we have not had an opportunity of considering the evidence you are going to give. When you tendered yourself for examination I took care to have you informed as to the scope of the inquiry?—Yes.

598. And I did that for the purpose of preventing any misunderstanding or altercation when you did come forward. If we had an opportunity of knowing what you are going to say we could decide as to its admissibility?—I studied the heads of the inquiry with great care.

599. With great respect, I do not think that what you are going into now is within the scope of the inquiry?—Allow me to explain. Those who preside in the College here, when they have an opportunity, show their preference for sectarian institutions outside. So that they cannot be an example to pupils outside to have respect for non-sectarian schools. I think that is pertinent to the inquiry. In cases where it is found a particular class is not required the chair should be abolished, and the emolument utilized for the benefit of the College. Other chairs should be established to meet the requirements of the time, and scholarships transferred to the new department if the numbers are found to be excessive in other departments. That is all right?

600. You can go on reading now, and take it that our not interrupting you is a sign that we are receiving what you are reading?—Then there was the department here of agriculture.

601. When was that established?—At the foundation of the College.

602. When did it cease?—It has not ceased yet, but it is in abeyance—it is asleep, as it were, and I want to bring it to life again. There was a department intended at the foundation of the College for agriculture, and there was a teacher appointed called a "professor"; it was not difficult to suppose that farmers would not send their sons to College to hear lectures from a "professor"; but if he had been a practical teacher with a farm at his disposal, I have no doubt farmers would have sent their sons to learn agriculture.

603. Is there any such department of the College?—Certainly there is. You heard nothing about it yesterday. There is a professor of agriculture and a department of it.

604. Go on now, please?—There was a department of agriculture, and there were scholarships. I have endeavoured to explain why it was that farmers would not send their sons to hear lectures from a professor, but they would send them to learn from a teacher who had an agricultural farm at his disposal. The scholarships were transferred to another department, and yet the professor draws his salary to this day for the last thirty-five years.

605. Rev. Dr. MOLLOY.—I find in the present calendar, p. 61, "Theory and practice of agriculture: there are no lectures in this department?"—There are no lectures, because it appears there are no students, and the professor draws his salary yet.

606. CHAIRMAN.—Before you pass on, do you happen to know when the lectures on agriculture ceased?—I do.

607. Give us the date?—We can fix it by the scholarships. In the session of 1852–53 there was only one engineering scholarship, and the present Sir William MacCormac, then an engineering student, obtained it. That was the first year in which an agricultural scholarship was given. The last scholarships in agriculture were given in the session 1862–63. They were transferred in 1863–64 to the engineering department.

608. Proceed, please?—That there is a necessity for an agricultural department, if on a proper basis, and properly taught, and brought before the community, is shown by the recommendation of the Technical Education Commissioners, before whom the present

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professor of agriculture here gave evidence. They recommended that grants in aid be sanctioned by the Treasury for agricultural schools and schools for instruction in local industries.

609. Under what head does it strike you that this evidence you are giving now is applicable?—The scholarships, the principal thing of the whole.

610. Proceed, please?—I will stop any time you like. We look on this as a very serious matter here. You find there is a department of this College the Commissioners know nothing about. That is a very serious state of matters.

611. Proceed, please?—I will not proceed unless you say I have ample time. My time is as valuable as yours.

612. Go on now, please; we are listening to you?—Certainly. The scholarships in the agricultural department were abolished, and I wish them restored. The necessity of that is proved by the recommendation of the Technical Education Commissioners, which I want to read out, that grants in aid be sanctioned.

613. Give us the page of this report?—I do not know what the page is. I cut it out of a newspaper, and the recommendation is, that grants in aid be sanctioned by the Treasury to agricultural schools and schools for instruction in local industries. Now, there was a number of agricultural scholarships here, and there was a salary attached to the professor's chair for the teaching of agriculture; but to teach agriculture it would be necessary to have a practical teacher, with a farm under his charge, and there would be no better place than the Queen's College for the teacher and the farm centre. The second head of the inquiry—in what mode honours and rewards are distributed in the Colleges respectively among students, having regard to their numbers and the various branches of learning taught in the Colleges—embraces the distribution of scholarships in the different departments. Very well. There were scholarships in the agricultural department, two for the first and two for the second year—four altogether, that are now transferred to the engineering department, and which, I think, should be made available for the objects for which they were founded. With regard to the number of scholarships for the medical department as compared with the arts, if you take the number of students into consideration, there should be more scholarships awarded to medical students. There are two scholarships for the first year, two for the second, and two for the fourth. Originally, the fourth year scholarship was called a senior scholarship, and was £40. It was afterwards reduced, and all the scholarships were made equal. I think that is a matter for consideration, and that it is better to give a student in his fourth year £40, and let the previous scholarships be smaller. The object the scholarships were founded for I would like to deal with now.

614. Kindly go on?—I wish to take the scholarships generally.

615. We are prepared to hear anything you say?—Dealing with the scholarships generally, the object of the scholarships founded in the Queen's Colleges was not simply to promote rewards for a certain amount of book knowledge, as is the case with the prizes in the Royal University. They were intended as encouragement and a means to enable the recipients to procure an academical training. This is proved by the regulations which impose certain specified duties, including attendance on the lectures, assisting the professors when called on, and passing all the prescribed class examinations. A greater minimum attendance on lectures is by the regulation required from scholars than from ordinary students. The scholarships are not attained once for all as the definite property of the scholars, but are liable to suspension or forfeiture if the scholar fails to fulfil his duties. It is not simply an examination, but there are a variety of other conditions much more important than the mere printing of an examination paper and getting the students' answers on it. I would now take up the competition. The number actually competing for the scholarship is no true test of the competition. It becomes well known, especially at the close of the first year, who are the best men, and the others do not take part in the examination. Even at the beginning of the first year this cause limits the number of competitors, because a similar knowledge of the qualifications of intending candidates is obtained in the large public schools, which serve as the leading feeders of the Colleges, and lads who have been reading diligently often find themselves outstripped, and simply pass the matriculation examination. The greater part of the real competition for first year scholarships is practically over two or three months before the examination, and for second year scholarships at the class examinations at end of first session. So that if there were ten competitors for five scholarships, that does not show exactly the amount of competition for the scholarships. Say there are twenty in the class, and there may be five more very near the ten competitors, but they come to know at their other examinations that there is no use in going in for the scholarship examination to fail. Were they coming from different parts of the country they would show a numerically greater competition. To give so many scholarships merely as representing so much knowledge obtained by cramming from books would be of no service whatever. The evils of cramming are well known. But the Queen's Colleges secure the important advantage of class-work. The most obvious are regularity of attendance, regularity of work, which tend to form habits of general regularity and lay the basis of a solid and stable character. It is also important for a youth to come in contact with others of his age. When in a class with others he gets his due reward and encouragement according to merit and not at mere haphazard; and if he finds it takes more time and trouble on his part to attain a certain amount of success than on the part of others, he is not likely to form too high an opinion of himself, as he might if he met his competitors only at a single examination. If two boys coming from different parts of the country have attained a certain standard, one by ten hours and the other by three hours study, and the boy with ten hours study succeeds by a small margin, it is no proof that he is the best boy or has had the best training. The Queen's College determines both. The Royal University determines only how much sledge-hammer work has been done. The system of conducting examinations by printed papers is utterly objectionable. Under it it is impossible to secure absolute secrecy. It is comparatively easy for those in the inner circle to get the papers beforehand. Compositors, clerks, and sad boys in the machinery departments of printing offices, and messengers, have all opportunities of obtaining copies of papers surreptitiously, and conveying them to favoured individuals. Questions should either be read out in the examination hall, or the papers executed in duplicate by the examiners. It is perfectly simple and easy for any organization to obtain examination papers printed in any office; and I can give my proofs.

616. We will take that as your opinion?—It is not an opinion. It is a fact, and I will offer evidence of it.

617. We decided yesterday we could not receive such evidence?—You had not facts offered yesterday.

618. We decided we would not go into evidence of that kind?—I think it is very judicious on your part.

619. Be kind enough to confine yourself to your evidence?—I think that is evidence. Papers are scattered broadcast among certain schools and colleges, and then to say that those schools and colleges give a better training because of the success at the examinations is simply ridiculous. I wish to state I am prepared to offer evidence of the facts, and I wish to put that to the Court that examination papers are obtained and circulated.

620. We will take your opinion?—It is not an opinion. I wish to offer evidence of it.

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BELFAST.
June 4, 1864.

W. K. M'Mordie, esq., M.D., M.CH., &c.

621. Dr. M'Mordie, we will take your evidence as a matter of opinion that an examination conducted in this way is liable to those risks, but we decline to go into evidence on what you call matters of fact?—I am prepared with evidence that examination papers are got and circulated among schools from the printing office.

622. We decline to receive that, and for this simple reason, that we are here conducting an inquiry of a very limited nature into the Queen's Colleges?—I am not complaining at all. I have no complaint.

623. What you propose to give evidence on is a matter not within the scope of our inquiry, but would be a proper matter to submit to the proper authority—namely, the Senate of the Royal University?—Then take down in writing my proposition, that I propose to tender evidence that examination papers from the printing office are got by certain organisations and certain schools, and circulated among certain favoured pupils; that is, because a stupid pupil might not be able to do it if he had the papers, certain favourite pupils are made up on them for the Royal University. I have gone to considerable trouble and expense to procure that evidence, and you reject it.

624. I certainly do?—I do not give my opinion. It is facts I give. My opinion is not worth anything more than any other man's on the subject. In considering No. 3 query, in order to have material to arrive at conclusions even approximately correct, it would be necessary to inquire into the mode of conducting examinations in the Royal University. In some of the Scotch examining boards it has been recently shown that the examinations have not been fairly conducted as regards some individual students. It is very difficult to get good examiners. In the Scotch examining boards at present they are inquiring into certain charges of unfairness on the part of examiners, and they have come to certain conclusions, and found that if an examiner is personally involved in the success of his students——.

625. I must interpose. We are giving you great latitude, Dr. M'Mordie?—I ask no privilege at all.

626. We cannot go into questions connected with the Scotch colleges?—You can go into the question whether an examiner, who is personally interested in the success of his students, whose means of livelihood depends on the number of students he gets, and the number of students he gets depends on their success at the examinations, is competent to be an examiner or not.

627. That comes within the objection I have mentioned already. It is a matter for the Senate of the Royal University?—It comes under the third head of the inquiry—namely, as to the extent and with what results the students avail themselves of the advantages offered by the Royal University. One of the advantages is that men who teach—whose means of livelihood depend on the number of their students, and the number of students depending directly on the success of those students—are examiners, and if their students do not get high places and do well, their means of livelihood are withdrawn. A man's bread and butter is sweet to him. It is found so in Scotland.

628. We have nothing to do with the Scotch colleges?—Human nature is the same here as in Scotland. Then it is not one of the advantages of the Royal University to have a teacher who is depending on his fees for support to examine.

629. Rev. Dr. MOLLOY.—The question is, not what the advantages of the Royal University are, but to what extent the students of the College avail themselves of those advantages?—That is one of the advantages, that the examiners are the teachers.

630. CHAIRMAN.—Go on, Dr. M'Mordie?—That is one of the advantages.

631. I have already told you we will not allow you to go into the question of the Scotch universities?—Well, one of the advantages of the Royal University is that the teachers are the examiners, and the teachers depend for their livelihood on the number of pupils.

632. I must interrupt you again. We are not here to inquire what is the system of the Royal University?—That is not a system.

633. We are not here to inquire whether that system is a good one or a bad one, or whether there are any advantages in the Royal University, but simply to what extent the students go up to the Royal University?—Some think that is an advantage.

634. We are very patient with you, and most anxious to hear you?—I do not want you to be patient.

635. Really there must be some end to this?—I press this.

636. I decide against you?—I will have it in writing that I tender evidence that the examiners being teachers, and the teachers depending for their food and clothing on the success of their students, it is not in human nature for them to hold the balance fairly, and it is so found. I am prepared to offer evidence of that.

637. We decide not to receive it?—I want to hear the evidence read. I have tendered a certain statement I am prepared to offer evidence on, and I want it read.

638. The decision has been already given?—I want to hear what evidence is wrong.

639. Now, I put it to your own good feeling not to go on in such a way. There are a number of gentlemen whose time is as valuable as yours waiting to be examined?—I want to hear it read. I am waiting to hear what part of my evidence is objectionable.

640. You offer here certain evidence, and acting on the best of my judgment I have decided to reject that evidence?—I want to hear it read.

641. We decline to be dictated to by you, Dr. M'Mordie. We consider you have no right to make your request?—I tender evidence and you decline to have it read.

642. I will take it down as Chairman of the Commission. Give me now a memorandum of the evidence you tender, and do not appeal to the shorthand writer?—I tender evidence that the teachers who are also examiners in the Royal University, their income depending on the number of students, and the number of students depending on their success in the Royal University, it is found that under such circumstances students cannot have confidence in the examiners.

643. Then we decline to receive that evidence, and that will appear on our notes?—That is very simple.

644. Now proceed, please?—The want of a good intermediate system of schools was a considerable drawback to the number of students attending the Queen's Colleges.

645. I said I would allow you to read so far as I think it pertinent to the inquiry. You have given us very considerable information, I admit?—I will give you more if you let me finish this. The best part is to come yet. I know the country Colleges for twenty years. That is what the Commissioners do not know.

646. Any evidence you can give us within the scope of our inquiry we will take?—If you let me finish I will give you information.

647. And intermediate schools?—Nor intermediate schools either. There were certain changes effected in the Colleges by the dissolution of the Queen's University, and I simply mention the Queen's University.

648. If you tell me you are coming to certain changes in consequence of the dissolution of the Queen's University I will hear you?—A considerable number of the Senate of the Queen's University became hostile to it and to the Colleges, and some were totally ignorant of University matters. These gentlemen did not attend, and strange as it may appear, they did not resign their appointments. Had they resigned others friendly would have been selected. A number of the professors should have given regular courses of free evening lectures for the benefit of artisans and others who could not pay fees. This would have been of great service to the community, and would have indirectly benefited the College. They should also have given a course of evening lectures for others who could

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pay fees, and this would have attracted many to collegiate study, and would have increased the number of regular students. It would further have secured additional endowments from private sources. Belfast is a wealthy town, and had there been more intelligence, and a higher sense of duty shown by the president and professors of the College, there would have been a ready response from the wealthier gentlemen in the town and district. In connexion with the influence the Queen's University exercised on the Colleges for good, the University was never able to exercise that influence to its complete extent on account of the number of seats on the Senate held by those adverse to the very University and the Colleges. The University graduates had never their full representation on the Senate. At the time of the dissolution of the University they had only five.

649. Is not this the Senate of the Queen's University you are dealing with?—Yes.

650. We have nothing to do with the Senate of the Queen's University. I asked whether you were not going to read a paragraph which had reference to certain changes in consequence of the dissolution of the Queen's University, and you told me you were. But instead of that you proceed to consider views in reference to a defunct University with which we have nothing to do?—It is no more defunct than the Colleges are. When you took away the University you took away the head, and the Colleges as University Colleges do not exist. The Queen's Colleges and the Queen's University are looked upon as things of the past.

651. Confine yourself to the Queen's Colleges?—I cannot confine myself to the Queen's Colleges without taking the Queen's University. The Colleges were crippled by those members of the Senate of the Queen's University keeping their seats and so preventing the friends of the University from representing the graduates. Therefore the Colleges were crippled and finally the Queen's University was destroyed and the Colleges with it. You would not consider it one of the advantages of the Royal University for twelve of the Senators to be hostile to the Royal University.

652. We are waiting to hear you on what is pertinent to our inquiry?—You will not receive any evidence connected with the Queen's University and the Queen's Colleges combined?

653. I told you several times that we would receive any evidence from you that was at all pertinent to the scope of the inquiry. We will give you every latitude within its four heads, and we have done so?—This inquiry I conceive to be on account of certain representations made that the Queen's Colleges were crippled.

654. You must excuse us, Dr. M'Mordie. We have got our warrant here. The scope of our inquiry and our powers are limited, and you must leave us to consider what our powers are?—Where do you draw the limit?

655. We may be wrong; we may be shutting out evidence that ought to be admitted, but we must judge for ourselves, and you will have an opportunity of setting yourself right. Either you can give evidence or not, and you already know the scope of our inquiry?—I want to inform you that the professors of the Queen's Colleges were, when the Queen's University was in existence, university professors. They were not professors for the College but for the University. That is a fact you do not seem to be aware of, and I want to inform you of it. Take the Calendar and you will see, and how you can shut out their existence as such I do not understand.

656. We are most anxious to hear you on everything which we consider pertinent to the inquiry. You have, as I have already told you, given us valuable information, for which we are very much obliged to you?—Notwithstanding the interruptions.

657. You have also gone outside the inquiry. We will take now from you any evidence within what we consider to be the scope of the inquiry, not what you consider to be the scope of the inquiry. If you do not confine yourself to that I shall be obliged to take a course I would be reluctant to take, and that is, to decline to hear you at all?—I have not any wish to give you evidence at all, not the least. You decided to hear evidence with regard to the finding of books with the students of the Royal University in September last.

658. On the contrary, we decided the very reverse. If we did not, I decide it now?—It is an unfortunate thing that. You would have got more valuable information if you allowed me to go into that. There were certain charges made against the Queen's Colleges as to unfairness in the Royal University examinations—

659. We unhesitatingly say we will not receive any evidence on that subject?—There have been charges made against the Queen's Colleges by those who obtained this inquiry.

660. For the third time I tell you we will not receive evidence that is not within the scope of the inquiry?—I think you are very wise. I have no further evidence to offer, except you have questions to ask me.

661. Rev. Dr. MOLLOY.—You say the Queen's Colleges as university colleges no longer exist?—Certainly.

662. Do you mean that literally?—Certainly. They were university colleges. They are not now. They have the same relation to the Royal University that the Academic Institution, Belfast, has to the Royal University or to the London University.

663. But if the great bulk of the students of this College are matriculated students of the Royal University, following a university course, would you not then say it is a university college?—No. They can attend if they like.

664. You say the professors of the Queen's Colleges were university professors, but are not at present. I think they are university professors at present?—Certainly not.

665. Are you aware that in the Royal University Act of 1879, there is a special clause which provides that all the professors, at that time in the Queen's Colleges, should retain the title and character of University professors? How could they have the title?

666. That is provided for in the Act of Parliament? You say so?

667. Yes?—I was not aware of that. It is a very empty title. What about the title for their successors?

668. It is not provided for?—They will not have the title. Then several professors have been appointed since; so that my statement is quite correct.

Professor JAMES CUMING, M.D., M.A., Q.U.I., examined.

669. Dr. MARSTON.—You are Professor of Medicine in Queen's College, Belfast, I understand?—Yes.

670. How long have you been professor here?—I was appointed in 1866.

671. Are you physician to the hospital here?—Yes.

672. How many physicians attend at the hospital here?—Four.

673. What is the extent of accommodation which the hospital affords?—I believe there are 160 beds.

674. What is the extent to which it is occupied as distinct from the accommodation it possesses?—I think there is an average of a little more than 100 patients constantly.

675. What do you consider a fair average of the number of students attending your class here in College?

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BELFAST. *June 4, 1884.*

James Cuming, esq., M.D., M.A., Q.U.I.

—There has been a fall in the number of students, but the fall has not quite reached me as yet, because the students do not come to my class until the third year. Formerly they would give an average pretty close on ninety, and I should think since the fall they would probably come down to fifty or perhaps under that.

676. You have clinical lectures in the hospital?—Yes.

677. About what number of the students here would you have attending those lectures?—Perhaps 100, perhaps something larger, but in round numbers probably about 100.

678. What amount of material have you for clinical purposes, that is to say, what class of cases have you in hospital, and what amount of acute and chronic disease?—On the whole there are more chronic cases than acute, which I fancy is the case in all general hospitals, but I think the average class of cases corresponds very closely to the class of cases in most of the general hospitals.

679. Do you consider those cases illustrative of the diseases that a medical man generally meets with in practice?—I think so.

680. I wish to ascertain something about your arrangements with regard to the appointment of clinical clerks and dressers?—We have in the first place four resident pupils who are allowed to remain only six months in hospital, and their removal accordingly makes a change, so that there are eight appointments every year. In addition to this the physicians and surgeons generally appoint clinical clerks and dressers, and as there are eight members of the old staff and two new who now attend, and two assistants, we have twelve, which gives a large amount of opportunity for the acquirement of instruction by the clinical clerks and dressers, and so on.

681. As I have been this morning through the hospitals I would like to ask you about what was borne in upon my mind. Do you think that the number of the hospitals and their distances from one another, and from the College—in other words the want of concentration wastes a great amount of power and time and material in a big city like this, considering this as a medical school?—It is rather a misfortune that the schools, and hospitals, and colleges are so far apart that some loss of time is caused. But it is convenient in other ways. If an operation has to be performed students have a difficulty in getting from the College to the hospital, and so on. It would no doubt be better if they were closer together.

682. You recognise that as a defect?—Yes.

683. You would like to see that altered so as to have some greater concentration than at present?—I should be very glad to see a large new hospital built in the immediate vicinity of the College.

684. Can you briefly inform me as to the course you adopt in teaching the students. Do you call on the students to examine cases for themselves, and how do they do that?—I should speak, perhaps, a little more of my own custom than of that of others, but it is substantially the same with all of us. What we do is: we select on a particular morning a particular case that we think suitable for clinical instruction, both as regards the nature of the case, and as regards the capacity of the patient to allow himself to be a little bit disturbed. I generally select one student, and ask him to go over the case, and say what he thinks of the nature of the disease, encouraging him as regards making an examination in a systematic way, and then, when he has gone over the different points, I very often ask the other students to mention if there is anything that he has omitted or not, or any error that he has fallen into; if there are any elements, in fact, that he has misinterpreted, and so on. Then I generally ask him to prescribe for the case, and if he has made any mistake as regards diagnosis or treatment I show him and the class in what respect he has gone astray.

685. Are they taught the actual use of drugs?—In so far as prescribing they are.

686. I have often noticed that men have not the facility that one might expect in that respect. As to the attendance of students at lectures and hospital, are you quite satisfied with the frequency and the amount of their attendances. Do they get all the practical good that can be obtained?—I cannot say that they get all the practical good that is possible, but I am bound to say that I think they attend better than in any school I have a knowledge of.

687. Have you had an opportunity of comparing the students here with those of other colleges and schools?—Yes.

688. If so, can you tell us what has been the result of such comparison? Have your students been put into competition with other students, and with what results?—We have had many opportunities of noticing with regard to the Army and Navy examinations, and the examinations for the Indian Civil Service, and, on the whole, we have done very well, indeed. As a consulting physician, too, I have had opportunities of meeting them this way, and my impression is—and possibly a little natural predilection for this institution may have some part—that they are, on the whole, distinctly above the average ordinary medical man.

689. Tell me briefly, as regards the medical faculty, how the prizes, exhibitions, and scholarships are awarded; and are they eagerly competed for in this College?—The competition is not generally large. The reason of that is certainly what has been already suggested by previous witnesses, that men know each other's weight pretty well, being fellow-students together. But the prizes in the medical department are very few. There are only two scholarships in each year. For a scholarship here a very large and very good and very high standard of merit is attained.

690. Are the scholarships, taking the total number, fairly distributed amongst the several faculties?—They are not distributed fairly, according to the numbers, but having regard to the wants of the College, and the desire to encourage particular branches, they are, on the whole, fairly distributed.

691. Do you hold class examinations?—No medical student is obliged to pass any class examination. I myself am not in the habit of holding examinations during the session, because my time is very limited. I can never get over the entire course of medicine, medicine being a large subject, but we hold examinations for the prizes, to which all the students may come.

692. Have you any difficulty in illustrating all the different forms of disease treated of in your lectures in the course of the entire session?—Very great difficulty in this part of the country, and throughout Ireland generally, in consequence of the very strong feeling there is against *post-mortem* examinations on the part of hospital patients.

693. Have you any professorship of hygiene, sanitary science, or preventive medicine?—No.

694. Is it taught at all?—We propose to teach it by dividing the work amongst several professors.

695. It is not done at present?—No, but we have arranged a course. The students have not come forward.

696. How are men taught the diagnosis, symptoms, and treatment of infectious diseases?—We have a separate building, which, perhaps, you may have seen, which contains twenty beds, and in it fever cases are received.

697. As I understand, there are some special hospitals to which the students used to go, but go no longer. All the hospitals are not equally available, are they?—No, there is a very large Union hospital, which is not available at present, but which those connected with the College are extremely anxious should be available.

698. Is that close to the College?—It is very near the College.

699. Is it not very desirable that it should be available?—In the highest degree. I am most anxious that it should be.

700. Would it not be practicable?—There is a good

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deal of difficulty about it. In the first place, according to the poor-law system, the appointments are made in a particular way, so that, I understand, you cannot have a distinction between physicians and surgeons, and examining boards object to taking certificates from anyone who acts as a physician and a surgeon in an hospital. It would require an alteration as regards the poor law, and, being a union hospital, would require a great deal of modification and a good deal of expenditure of money to make it available.

701. How do the students learn infantile diseases and diseases of women and children?—There are two institutions—one in Fisherwicke-place, a children's hospital, and there is also an excellent hospital in Queen-street.

702. Do you think it desirable that the students going to our profession should pass an examination in arts?—I do. I think it is highly desirable.

703. They have all to pass a preliminary examination in general education to satisfy the General Medical Council?—Yes.

704. I clearly understand you that it would be a great benefit to a large city like this, with a college like this, to have a larger number and variety of diseases brought more closely together, and made more available for clinical instruction than at present?—I think it is very desirable, but at the same time I am bound to say that the present arrangement secures a very fair amount of patients for teaching. It is not the size of an hospital, it is the way in which it is worked. The great union hospitals in London are not at all used for teaching, and there is immense material.

705. Do you think the amount of care and attention you are able to give to individual students in the hospital makes up for a great deal?—I do.

706. Do you think it turns them out really good practitioners?—I am quite convinced on that point.

707. Then altogether you are fairly satisfied with the condition of medical education here, speaking with as little affection as a man would naturally speak of his own particular brood?—Yes, I am very well satisfied, with the exception of the fact that we are a little short-handed at college. I think it would be very important that we should have a physiological laboratory. It would be very important that we should have some means of teaching pathology. I could show several other changes.

708. You might suggest the more pressing needs of the school here?—You have yourself indicated one of them. I think there ought to be a means of teaching hygiene. There ought to be a special professor for that. There certainly ought to be a special teacher of pathological anatomy. It would be probably better also, although the chair is at present managed in a most admirable way, if the anatomy and physiology were separated; and I think we should have, to meet the progressive wants of medical examinations, a good physiological laboratory, and a good deal more accommodation as regards practical chemistry. We are very limited and cramped in that way.

709. What is your view with respect to histology?—I would include that in the physiological laboratory, so that, in fact, I think an additional thousand a year or so would be extremely well spent on the medical school.

710. It has been represented to us that the substitution of the Royal University for the Queen's University has not had a very beneficial effect here. Do you think that is likely to pass away? Do you think that the school will rise again to its former level, or even to a higher one?—It is hard to pronounce an opinion upon that. I am inclined to be sanguine.

711. Have you any suggestions to make as regards increasing usefulness of this as a medical centre?—I am not aware of any further than I have alluded to.

712. Have you a large amount of accidents in this manufacturing population?—Yes, a very considerable number.

713. Have you a great amount of surgical disease admitted into your hospital?—A great deal.

714. What number of operations have you in the course of a year?—I could not tell.

715. Will you be good enough to furnish me with a report upon the hospital, giving me all the information available about it?—I will take care that you get that.

716. You have had an opportunity of going through other schools and hospitals?—Yes.

717. Can you tell me the impression left on your mind by a comparison of this with other schools and hospitals? For instance, if any of your friends were about to study, would you recommend them to come here to be brought up to the medical profession?—Yes, I think it is an excellent school.

718. Assuming that there is every requisite for theoretical teaching here, would the last year of study be more advantageously spent elsewhere, where there may be greater variety of disease and greater variety of treatment?—It would be better done after they had got their medical degree. It is only in the third or fourth year that men have any practical work, and until they have really learned they are not making any practical comparison, and the advantage of a change to another place, which I advise all the students to obtain, comes better when they have got over their hard reading and the necessary grinding work of passing their examinations. They would take advantage much better then, and it would be very premature before getting their degree.

719. Do the College and hospitals here fulfil the requirements of the district?—It could undoubtedly be, in several respects, improved, but it is an extremely efficient medical school.

720. Could it be enlarged in respect to technical and applied sciences?—No doubt.

721. Could it be usefully and remuneratively enlarged?—Yes. I always felt that we ought to have evening classes in a large manufacturing place like this. It is a matter that I have brought forward repeatedly at the Council. It is a thing that would have been done but that the professors are overworked.

722. How would you estimate the standard of the Colleges here and of the Royal University, one being a standard of educational training and the other a testing examination?—It is rather soon to give any information as to what the value of a Royal University degree may be. It takes some years to enable one to see their way with regard to that, but I am sure the circumstances will be adapted to meet any reasonable requirements from any examining body.

723. Do some of your students go to other examining bodies?—Yes, a considerable number go to Edinburgh for the double qualification, as it is called.

724. Have you anything to add to what I have already asked you that you think may be useful?—I do not think so, with this exception, that I think I would be called upon to ask to be allowed to say, as a matter of justice to the Committee of the Royal Hospital, that they have had a good deal of difficulty to encounter, but, considering that they have spent a large amount of money, both as regards meeting the requirements of the staff of the hospital, and paying every attention to their requirements, I really think that they deserve the greatest credit. I could not say that they have not now and again refused something, but on the whole I think the staff have every reason to be satisfied with them as acting in every reasonable way to further the interests of the school.

725. Have the professors in the medical faculty here a retiring allowance?—They have no retiring allowance, except the professor of anatomy and physiology.

726. Is it desirable that they should?—I think it very desirable that they should be put on the ordinary footing of civil servants.

727. Do you consider the fees charged here fair and reasonable?—Extremely cheap; very much cheaper than anywhere else.

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BELFAST, June 4, 1884.

James Cuming, esq., M.D., M.A., Q.U.I.

728. Do you suggest any alteration with respect to the fees?—No. I have always been in favour of keeping the fees moderate. I have always been of opinion that a deserving young man whose means were small should be allowed to enter the profession if he was able to do it.

729. Professor JACK.—I think you said that no medical student is obliged to pass any of the class examinations?—No, not during his course.

730. Does that answer refer not only to your own class but also to all the medical classes?—There are class examinations—that is, students are picked out and asked a few questions on the course of the lectures and so on. There is a variety of practice in that way in some of the classes. The examination is voluntary. There is a special day set apart for it. A student may or may not attend, as he likes.

731. But are there not written examinations in the nature of class examinations?—Not in the medical department.

732. To the examinations at the end of the session the student may come for a prize?—Yes.

733. Do many students actually come in?—There is a great variation in different years, but, on the whole, I would say that not a large amount comes in.

734. It is probably the same in the other classes?—Probably the same in the others.

735. Do I understand the Calendar rightly, that each of those medical scholarships is for only one year?—Yes.

736 So that practically, when it is stated that there are eight scholarships in connexion with medicine, it is meant that there are two of £25 for one year to students at the beginning of the first year, two of £25 for one year to students of the second year, and so on?—Quite so.

Rev. WILLIAM JOHNSON, M.D., examined.

Rev. Wm. Johnson, D.D.

737. CHAIRMAN.—You are Moderator of the General Assembly of the Presbyterian Church?—I am not Moderator of the General Assembly this year, but I have had the honour of being twice Moderator.

738. Have you had, yourself, any practical experience in school work?—I have been visiting schools and working in schools, but I have not been teaching school myself.

739. Have you had any opportunities of judging of the standard of education kept up by this College?—I have.

740. Would you state to the Commission what those opportunities have been?—I was brought up in Belfast. I have been a minister for forty-two years in Belfast. I was myself educated in Belfast. I know what the standard of education was before the Colleges were formed. We had two or three capital schools, first-class classical and English schools, giving a first-class education, but we had no collegiate standard at all except what was provided by a temporary arrangement in connexion with the Royal Academic Institution. At that Academic Institute there was a staff of very well qualified professors, but there was no power to give degrees, and in fact there was no provision for collegiate culture for the great mass of the people of the north of Ireland. The Episcopalians went to Trinity College and the Roman Catholics to Maynooth, but for the whole mass of the north of Ireland there was no collegiate culture at all except what was got by ministers going to Glasgow and taking A.M. there. The Academic Institution could not grant degrees, and had no scholarships, and there was great impulse given to collegiate culture—quite a new era—when the Queen's Colleges were formed.

741. Does your Church require that a minister shall have a collegiate education?—It does, and not only a collegiate education, but residence; not merely that they simply go in for examination but that they shall have attended lectures.

742. Then, except in a general way, you cannot give us any evidence as to the standard of education here. You have never practically examined any of the students who come to this College?—I have met the graduates in our ministry that have been here, and helped to examine them before the Presbytery, the Committees of the Assembly. The young men that have come here and graduated have taken the very highest position throughout the whole length and breadth of the Church and the land, they show all thorough intellectual culture; and the positions they have taken not only in social life but in the Indian examinations and in our Church, accords with the fact that they have received a very high intellectual culture in this College.

743. It is only in a general way that you are able to arrive at the standard of education?—That is all; and by special personal correspondence with those that have passed through the College.

744. Dr. STONEY.—I would wish to ask whether any large number of the ministers of the Presbyterian Church have been educated at this College?—The large majority have been educated here—almost all. Now those who used to go to Glasgow for their collegiate degree as master of arts go to the Queen's College, except a few who go to Trinity College, but the large majority of the Presbyterian ministers pass through the Queen's College and are educated here.

745. A large proportion of the present body of Presbyterian ministers in Ireland have been educated in the Queen's University?—Almost the whole body of the working men got their education here. The last generation has passed away and most of the ministers throughout our Church are graduates of the Queen's University.

746. You believe that the education of Queen's College, Belfast, has had a very important effect on the ministry of the Presbyterian Church in Ireland?—A very important effect both in stimulating and extending intellectual culture.

747. Professor JACK.—I think you said that a large proportion of your ministers were graduates of the Queen's College. Do you require graduation?—We do. We require a degree in arts on the part of our ministers, and that they shall also attend lectures besides getting the degree.

748. And that, I presume, was the case during the continuance of the Queen's University. Since the discontinuance of the Queen's University do you require graduation still?—We do, and we are likely to get into a great practical difficulty under that head. Our code of discipline requires actual attendance at college lectures, believing, as we do, that that has a most important effect on the intellectual culture of the students, and there are cases arising of young men in humble circumstances trying to keep their positions of employment, and qualify by reading, and then to go up for examination and for degrees. Two or three cases have come before the Assembly as to the propriety of requiring simple graduation without a college culture, and this is purely exceptional to our code. There was an application made to do away with college residence and culture, but that was refused.

749. CHAIRMAN.—You need not go into particulars?—Our code requires not only a degree but also a college residence.

750. Professor JACK.—For example, I see by the calendar that there is a system by which there are associates of the College?—The title of associate would not be received by the Presbyterian Church as equivalent to graduation. Our General Assembly lays down, as a general law, that there shall be a degree. There may be exceptional cases, but if there are they are made on the individual merit or demerit.

751. Rev. Dr. MOLLOY.—I understand from you that Queen's College, Belfast, has conferred a very great boon on the Presbyterian body of the North of Ireland?—Certainly.

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752. And that it meets their wants to a great extent as regards education, and has their sympathy and support?—It has our sympathy and support and thorough confidence.

753. And provides very largely for the education, not only of the lay Presbyterians of the North of Ireland, but also to a great extent for the ministers of that religion?—Yes. Largely for the ministry, and also for medical men and for law. Might I put in our code of discipline, as it would give the Commission practical evidence as to the college course required by all our students?

754. CHAIRMAN.—Thank you; your statement is quite enough.

BELFAST. JUNE 3, 1881.

Rev. William Johnson, D.D

Rev. WILLIAM TODD MARTIN, D.LIT., Q.U.I., examined.

Rev. Wm. Todd Martin, D.LIT., Q.U.I.

755. CHAIRMAN.—I believe you are a graduate of this College?—Yes.

756. What is your position?—I am a minister of the General Assembly of the Presbyterian Church in Ireland.

757. When was it you graduated?—I took the B.A. degree in 1859 and the M.A. in 1860.

758. Have you had any practical experience yourself in either school or university teaching?—I have never been a teacher.

759. Do you hold any educational position in connexion with your Church at present?—I am Convener of the General Assembly's Committee on Intermediate Education.

760. That does not give you any practical insight into the amount of education of youths that come up for examination. You simply convene, and somebody else examines?—It is not the convening of the pupils but of the board in connexion with the Church that looks after our interests in that matter.

761. Have you had any practical experience of the amount and standard of education amongst the candidates for the ministry in your Church from time to time coming out of this College?—All candidates for the ministry have to pass through our presbyteries, and I have been in charge of the examination of candidates passing through in that way, but not generally.

762. Do I understand that a candidate for the ministry would not undergo any academical examination at your hands and that you would be satisfied with the degree he gets here?—With the degree he gets here.

763. Therefore it would not be in your province to ascertain what standard he had reached in passing his degree examinations?—No.

764. But the mere fact of obtaining his degree would be sufficient?—Yes.

765. Therefore, any evidence as to the standard of education that you can give us would be of the character of that given by the last witness?—Quite so.

766. Have you anything further to say?—On the question of scholarships I wish to state that I think the scholarships are a most important inducement to study here. The distinction, I think, has not been enough drawn between the scholarships of the Royal University which are given as the result of an examination, and which are a reward for knowledge already attained, and the scholarships of the Queen's Colleges, which are an important means of keeping the student at his work during the session, at the beginning of which he gets a scholarship. To retain his scholarship he is required to attend during the session, and to take part in the duties of the class.

767. Then you look on the scholarships as an important educational means?—Yes, I look on them as a very important educational means.

768. Do you wish to say anything further on the subject?—It does not occur to me to add anything further that would come within the scope of your inquiry.

769. Rev. Dr. MOLLOY.—I should wish to ask one question about the scholarships. Do you think there is a strong public feeling in Belfast and the North of Ireland in favour of retaining the scholarships in Queen's College, Belfast?—I think there is.

770. Public opinion would be strongly opposed to any diminution of their numbers?—I believe it would.

771. And there would be no objection to have them increased in number?—There would not.

772. The importance attached to the scholarships as distinguished from the exhibitions of the Royal University is that they are calculated to encourage collegiate education as distinguished from the mere passing of examinations?—Yes.

773. Do you consider that the encouragement of collegiate education is of very great importance?—I consider it is of very great importance

774. And that the tendency of scholarships connected with a College is to encourage such collegiate education?—They tend very much to encourage collegiate education.

775. Dr. STONEY.—As you have been connected with Intermediate schools in the north of Ireland, have you had an opportunity of studying the effect of the College on school education in the north of Ireland?—The result of my observation—and I think I have had sufficient opportunity of forming an opinion—would be that the Queen's College has been decidedly of advantage to education. The scholarships have had a very important influence in promoting study in the schools, sending up candidates.

776. Professor JACK.—I understand that a convener such as yourself would practically take charge to a large extent of the whole work of the committee?—That is his duty.

777. He would be cognizant of all that was done in connexion with the committee?—Yes.

778. It is not merely an official function, but a function of very great importance?—He is expected to master the facts brought before the committee, and take charge of the business generally.

779. That is what I understand by the word convener. You mentioned something about those scholarships requiring attendance at College. Do you happen to know whether those scholarships would be voided by the students not passing the sessional examination, or obtaining the sessional certificate at the end of the session?—Yes, he would forfeit the portion of his scholarship which he had not received.

780. The unexpired portion?—Yes.

781. For instance, a scholarship tenable for two years would be held, subject to the condition of doing the College work during the first year?—I understand so. I should say, however, that that arrangement is one made since my attendance at the College. The two years' scholarships did not then exist. We had to compete each year in my time.

782. You do not know of your personal knowledge whether that is the case or not?—No. It can be easily ascertained.

THOMAS SINCLAIR, esq., A.M., Q.U.I., examined.

Thomas Sinclair, esq., A.M., Q.U.I.

783. CHAIRMAN.—You are a distinguished graduate of the University?—I am a graduate.

784. Allow me to add distinguished?—Thank you.

785. When did you take your degree?—I took the B.A. in 1856, and M.A. in 1859.

786. Have you had any opportunity since then of ascertaining the standard of education maintained here?—I have taken great interest in the College and University matters ever since that time, and I have had an opportunity of observing the influence of the College on the secondary schools in the neighbourhood.

787. What opportunity had you of observing that?

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BELFAST. June 3, 1884.

Thomas Sinclair, esq., A.M., D.L.

—For instance I was several years one of the Board of Management of the Royal Academical Institution, and had an opportunity of comparing the improved methods in recent years with what they were when I was a boy there myself, thirty years ago.

788. Your evidence would be directed to the good effect produced downward rather than to the standard of education maintained here?—Yes. I have had no opportunity of comparing it with other Universities.

789. Then you cannot give us any practical information as to the standard of education maintained here?—No.

790. Dr. STOKES.—You held a scholarship in College during your undergraduate course?—Yes.

791. The first scholarship in mathematics?—Yes.

792. And you were also senior scholar?—Yes

793. Had you any duties to discharge in connexion with your scholarship?—As senior scholar I had to teach a class of pass-men for a considerable portion of two terms.

794. Do you consider that the scholarships were of practical advantage?—I recollect, for instance, one case—a man who I am sure was greatly indebted to being able to go through his College course by taking a scholarship.

795. Have they also an effect on the study of students while at College?—No doubt, they stimulate the students to hard work.

796. Have they an effect on the secondary schools?—Undoubtedly. I have already said so.

797. In stimulating education in them?—Yes.

798. A great number of those schools are now taught by graduates of the Queen's University?—Yes, a very large number indeed.

799. Do you think the same benefits could be produced by exhibitions or scholarships attached to the Royal University?—I entirely agree with what has been already said here, that the attaching of the condition of residence to the holding of scholarships here is a benefit that cannot be obtained by the Royal University exhibitions.

800. Could they have the same influence on the schools of the north of Ireland?—I do not think so. There is a great objection, as I understand, on the part of a great many persons to incur the expense of going to Dublin for examinations there. I believe its effect is that many who have been recommended for honours have not wished to incur the expense of going to Dublin.

801. Professor JACK.—Do you happen to know whether there is any difference between the expense of going to Dublin to obtain the Royal University degree and that previously entailed by going for the Queen's University degree?—The expenses here are cheaper, being nearer home, and a more familiar place.

802. In the Queen's University did they require to go to Dublin or not?—Yes, the degree examination was held in Dublin Castle.

803. But the intermediate examinations were probably held entirely here in connexion with the Queen's University?—Yes.

804. And the intermediate examinations in connexion with the Royal University are held to some extent in Dublin?—Yes, for the honour, not the ordinary pass.

805. So that it makes a difference with regard to the expense and convenience?—Yes.

806. But under the Queen's University regulations you had to go up for the degree examination to Dublin?—Yes.

807. And afterwards to the conferring of degrees?—It was done at the same time. We had to wait a few days till the result was declared, and then the degree was conferred.

808. Rev. Dr. MOLLOY.—Were the examinations preliminary to the degree of the Queen's University conducted by professors of the Queen's Colleges or by outside examiners appointed by the Senate?—They were conducted by the professors, but occasionally by men selected from outside.

809. Was the examination held in connexion with the Queen's University at the end of the first year of the student's course simply the sessional examination of the College?—In my time there was no "Little go."

810. Previous to the dissolution of the Queen's University was not there a provision of the Queen's University by which the sessional examination at the end of the first year of the student's career was accepted as the first University examination?—That regulation did not exist when I was here. When I was here there was no examination by the University prior to the degree examination, and it was very tough work taking all the subjects for the degree examination together.

Professor JOHN PURSER, M.A., T.C.D., examined.*

John Purser, esq., M.A., T.C.D.

811. CHAIRMAN.—You are Professor of Mathematics in this College?—I am.

811. How long have you been professor?—Since 1863.

812. Are you a graduate of the University?—No, I am a graduate of the University of Dublin.

812. Had you any experience of college work before you came here?—I had. In Trinity College first as an undergraduate, and after I had taken my degree, I had pupils there for one or two years, pupils preparing for the honour examinations in Trinity, and I continued to be more or less connected with education until I came here in 1863.

813. Have you been examining students while filling the chair of mathematics for the ordinary sessional examinations and also for the scholarships here?—Yes.

814. Do you take part in the examinations of other classes except in mathematics?—No.

815. Are you able to give the Commission any information as to the actual standard reached, except in respect to mathematics?—I think not. I think it would come better from others.

816. Then you would rather confine your evidence to your own department?—Yes, except for some points of general statistics.

817. In addition to being Professor of Mathematics you are Registrar of this College?—I am.

818. Have you any definite system of marking the examinations?—It is not necessary for me as Professor of Mathematics to have any special system, except in one or two instances. The scholarships of the first and second year being awarded for attainment in mathematics only, I simply take the papers and attach such weight as I think right to each individual question, and mark the students according to the answering.

819. Have you any fixed standard at all?—Do you mean a numerical standard?

820. Yes?—No, I have not.

821. When you mark off according to merit do you not adopt a mathematical standard of highest merit?—I classify the students by numbers, according to their relative merit. As regards the marks for those scholarships where several subjects are included in the course the question is more complex, and I will, if you will allow me, explain our system. When I came here some twenty years ago, the system of marking which then obtained, and which still obtains, was this:—Where several subjects entered into the same scholarship examination it was the practice to give the best answerer the full marks attached to the subject,

* See Appendix III. B.—Documents Nos. 3, 4.

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provided the best answerer was an average best answerer. If the best answerer fell considerably below what the examiner thought the best answerer should attain to, he was not given full marks, but in most cases the best answerer came up to the standard expected, and he was given full marks in that particular subject, and all the others were marked in proper proportion. It seemed a strange system to me when I first came, but I confess that after a good deal of experience of its practical working I do not think it is inferior to the system very commonly adopted of assigning numbers to the total maximum of a paper, and marking the students accordingly. Papers differ so very much in their difficulty from year to year that I think they differ more than the best answerers differ. I have here the records of the answering of the first and second years' scholars both in 1882-83 and 1883-84.

822. Does that paper give us not alone the numbers allotted to the first man, but the marks attained by the men at the bottom of the list?—It gives you the marks obtained by every man.

*823. Have you any objection—and do not answer if you are not prepared to answer it—to lay before us the marks themselves?—No objection whatever. I have brought down the papers of the first and second years' scholarships.

*824. Rev. Dr. MOLLOY.—These may be regarded as furnishing a fair specimen to judge by?—Yes. The scholarships of 1882-83 and 1883-4. These are the papers made up by me as Registrar, collected from the different examiners. After the explanation I have given they will be intelligible to the Commission. I should wish if they be printed to add the explanation.

825. I think we would desire to put in a note or explanation for those who read the report to read it from your point of view?—Before we leave the question of scholarships I would like to make one or two observations on the question of the marks in our scholarship examinations.

826. Is this confined to mathematics or generally?—Generally. It is evidently the impression of the Commission that while our best men answer at the scholarship examinations, still that it is possible the lowest men on the list have not obtained the standard that ought to be reached by men getting scholarships.

827. CHAIRMAN.—Do not say the impression of the Commission. I assure you the Commissioners have formed no impression on the subject at all?—At any rate the impression is in the air that the lowest men have not attained the standard that a man ought to attain who is awarded a Queen's College scholarship. I have before me a list of our first year's scholars in literature and science, both in 1882–3 and 1883–4. I find that the highest men on our scholarship lists occupy very distinguished places in the honour lists of the Royal University. They took leading places in Greek, Latin, Mathematics, and English. But I think the best evidence I can offer of the kind of answering that is given by our scholars is to take the men at the bottom of our lists. In 1882 the lowest man on our list obtained at matriculation examination second honours in Greek. He was the eighth man in Greek out of some five hundred who passed the examination. Shall I give the names?

828. No; we think it fairer not to give names in any instance, either way, whether the mark is good or bad?—The same man obtained first honours in English at the matriculation examination. He afterwards went in for the first examination in arts at the end of the year, and he obtained second-class honours in Greek, and was recommended for honours in Latin. It was therefore quite clear that he deserved his scholarship. The last man on the science list in the same year got honours in Experimental Physics at matriculation, and at the end of the year went in for the first University Examination in Engineering, and was the only man in the year who got first honours at that examination. In the first year's Literary Scholarship in 1883 the last man but one obtained first honours in Greek and second-class honours in Latin. In the First year's Science Scholarships the fifth man on our list obtained a place close to the top of the Second Honours in Mathematics. I think that these facts will give the Commissioners much more conclusive evidence than any numerical data as to marks, that the men who have taken the lowest places at our scholarship examinations were fully entitled to those scholarships. I have not gone into the success of our students in obtaining exhibitions in the Royal University, because I consider it not relevant to the question in hand, our scholarships being on an entirely different basis. We give scholarships for knowledge of Classics and Literature, and other scholarships for Mathematics, whereas in the Royal University they allow answering in six subjects together to count for exhibitions. On the subject of the scholarships I have, in common with a great many that have been examined here, a very strong opinion of the importance of their remaining attached to the College. In the case of these scholarships the professors draw up the courses and are the sole examiners, the scholars pursue a systematic course of attendance on lectures, and by their example encourage regular attendance on the part of others. They occupy to a certain extent a kind of intermediate position between the professors and the students. I think the dignity and efficiency of the College would be very greatly impaired by removing those scholarships to the Royal University, and giving them on a mere examining test. We should be reduced to the position of grinders who would make it their primary aim to prepare students for examination, and have no longer the initiative in education which we now possess.

829. †There are one or two other questions in reference to the returns that I have to ask. You have given us a return of the names of all the students of the College who gained an exhibition in the Royal University, with the dates?—Yes.

830. And a return of the names of all the students who attended lectures in the College in 1883–84, and who held during the same time scholarships or exhibitions of the College?—Yes.

831. I find, on comparing the two lists, that there are twelve gentlemen who got scholarships in the Royal University in 1883, and who also got College scholarships?—That may be so.

832. Have you any means of ascertaining upon what subjects those gentlemen got scholarships in the College?—I can give you the list of science and classical scholarships.

833. I have made out a table myself. I find that Mr. M'Neill got, at the first University examination, an exhibition of £30, and in the following November got a scholarship of £24, tenable for two years?—That is a literary scholarship.

834. Would it be too much trouble to ask you to take that table and add to it the subjects on which the College scholarships were obtained?—With much pleasure. Shall I do it now?

835. Not now, but before the Commission rises. Are those returns made out by you or under your personal superintendence?—They were made out under my superintendence, and some of them actually by me.

836. Are they compiled from books in the College or transcribed from books?—I am glad you asked me that point. As far as the College is concerned, they are authentic returns from books kept in the College; as far as the Royal University or the Queen's University are concerned, they are taken from their calendars and other published papers, and cannot be directly responsible for their accuracy.

837. My question was whether those returns were taken direct from books in the College or compiled by you from different books?—They are compiled from materials in different books.

838. You have no objection to let us see one or two of those books?—Certainly not.

* See Appendix III. B.—Documents Nos. 3, 4.

† Q Q. 829—846 *et. al.* See Appendix III. A.—No. 2.

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BELFAST. *June 3, 1884.*

John Purser, esq., M.A., T.C.D.

839. Rev. Dr. MOLLOY.—I understand you to say that these returns are substantially correct, but that you cannot vouch for their minute accuracy?—Yes.

840. CHAIRMAN.—So far as they are returns from the Queen's College books they are correct, but so far as they are relative to the Royal University they are dependent on the Royal University books?—I would like to add, however, the ordinary phrase "Errors and omissions excepted." In all we have done our best to furnish *bona fide* returns.

841. Quite so. There is a slight difference here in one of them. You have in your arts students in their first year who matriculated in the Royal University, 80?—Yes.

842. In another return you have the number of your students who passed the matriculation examination of the Royal University, 83. Ought not the two numbers correspond, or is it a mistake?—I should think it is not a mistake. The discrepancy is accounted for by students who proceed at once to medical classes, and do not attend arts lectures in college. With reference to the question how far our students avail themselves of the Royal University, I would like to present a single piece of statistics. Of those who attended arts classes last session, the only students who could by any possibility be candidates for the First University Examination at the end of the year were 72. Many of those did not present themselves, or had no idea of presenting themselves, till next year; but the only possible number who could present themselves was 72. Of these 47 passed that examination; so that I think it is plain that in arts our students are availing themselves, in a most direct way, of the examinations of the Royal University. Our returns may differ slightly from the returns of the Royal University, because there are several students marked "private study," or otherwise in the returns of the Royal University, who have proceeded from us.

843. How many went up from the College?—I have no means of telling how many went up; 53 of those that passed are on our College lists, most of these attended lectures here in 1882-3, a few came to us for the first time in 1883-4.

844. The returns from the Royal University of the number who passed the first university examination is only 46. How do you account for the fact that some of the students do not put down the Queen's College but some place else?—Some of them passed the examination, and then came to us.

845. Is it a fact that students attend the classes here, and also avail themselves of private tuition, before going up to the Royal University?—Certainly, in some cases.

846. Is it that they are only attending some of the classes here, or do they supplement the teaching here by private study for some examinations?—In most cases they are attending the classes fully, and when the classes are over, in summer especially, students not sure of passing get private tuition.

847. Your session ends in June, previous to the examinations. They go on studying in the meantime?—Yes, as in other universities. They read with private tutors here less than in other places. There were 72 students attending arts lectures here in 1882–83, who had passed the matriculation examination of the Royal University, and who did not pass the first university examination in the Royal University, and 65 per cent. of those students passed. Here is the first instance of the students coming under the regular normal rule of the Royal University, and the best evidence how far Arts students are availing themselves of it.

848. CHAIRMAN.—We have the information already, except a slight discrepancy between 46 and 43.

849. Rev. Dr. MOLLOY.—From page 11 of the return we may infer that of all the students in arts in this College there are really only seven, and, if we leave out one young lady, there are only six who are not matriculated students of the Royal University?—Yes.

850. I may infer then that the great bulk of the students in arts of your College are *bona fide* pursuing a university course of study?—Almost all.

851. With reference to the examination for scholarships, I think you stated that it was the impression of the Commission that the standard of education in this College was a low one; now I wish distinctly to say that, so far as I have any knowledge, there has been no opinion yet formed on the subject by the Commissinn.

CHAIRMAN.—And I too disclaim it altogether.

852. Rev. Dr. MOLLOY.—But is the business entrusted to the Commission by the Government to inquire and ascertain, as clearly and distinctly as we can, what the standard of education is, and the object of our questions is, as far as we can, to ascertain that. We have no other object, nor have we approached the question with any impression whatever?—I am sure of that.

853. I understand you purpose to furnish tables showing the marks obtained by students to whom scholarships have been awarded in recent years?—Yes, of the first and second years' arts scholarships during the last and current sessions.

854. CHAIRMAN.—That is very satisfactory as far as it goes, but would you see any objection to append to that table a list of the scholars of which you have a return in this paper. It would convey more information and would appear to be more complete. As far as it occurs to me at the moment, it would seem to me as if the College had no objection?—I should be sorry that the College should appear to withhold information, but the information would rather mislead the public than the reverse. I have returns of all the scholarships, but I propose to give the information with regard to those alone.

855. I wish to make one remark, it is this—we have no desire to press the College to give us any information which they consider, under all the circumstances of the case, it is better not to give, but it strikes me that it would produce an undesirable impression if you were to give us a return of the marks obtained by the scholars in the two junior courses, and to hesitate or decline to give us the corresponding marks in the higher scholarships?—Certainly; if the Commission are anxious for them I think they might be given. With respect to the Senior Scholarships, I would say that in some cases, the only record I have got where there has been but one candidate is that he has been recommended for the scholarship by the examiners.

856. Did he get marks?—I have no doubt the examiner read his papers and decided upon them as to his eligibility.

857. But in many cases you have the marks?—Yes.

858. We can only ask you to give the marks when you have them?—Very well.

859. CHAIRMAN.—I think it would be more satisfactory—it is entirely for yourself—but if you think there would be anything misleading in merely giving us the figures there is no objection to your appending any note or explanation which may take away from the effect which the reading of the figures at the first glance would produce?—I will do so.

860. Rev. Dr. MOLLOY.—I wish to put before you that we wish simply to ask the question, and to leave it entirely to the discretion of the College authorities what they will do. You offered us the marks on which scholarships have been given in the first two years, and I think it would make the answer more complete if we got the marks also for the senior scholarships. And with the view of putting the thing plainly I will now ask that, after consulting the authorities of the College, you will give us the return we have asked for?—Very good.

861. I think the evidence you have given and the success obtained by the scholars at the last examination of the Royal University very satisfactory, and I understood you to say that you regarded this success as evidence of the proficiency of those students. With regard to that there was a question asked yesterday

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whether the success of the students in passing the examinations of the Royal University was any test of their progress, and the answer given at first was "Certainly not," by Dr. Redfern. I understood Dr. Redfern afterwards to explain that it was not a test of the education received by the student in the true sense of the word, but was merely a test of his proficiency in the subjects of the examination. Do you think the passing of the examinations and the gaining of honours at the Royal University is a test of proficiency in the subjects of the examinations?—I certainly should not like to offer any opinion whatever on the medical examinations.

862. I speak of arts?—I understood Dr. Redfern as alluding to medicine. In Arts I can only speak with certainty of those subjects in which I am myself versed, but in these I have great confidence in the Royal University examinations.

863. You mentioned mathematics, Greek, and Latin?—I mentioned mathematics, Greek, and Latin. I have told you the ones I know specially but the English.

864. And in your own particular department you feel confident that you are able to find out the best mathematical students, as a rule, by means of the examinations you conduct in the Royal University?—Yes, I quoted the success of our students in the Royal University examinations as satisfactory evidence, and believe it to be so. In the mathematics I have perfect confidence in the result. I think the standard adopted in the honour examinations in mathematics has been exceedingly high, and consequently a man who has got second honours represents a man of very considerable ability and knowledge of the subject.

865. When your own students go in to examinations in the Royal University, do you find the success they attain at the Royal University examinations in mathematics to coincide with your judgment of them from your own daily knowledge here in Belfast?—As a general rule, yes. There may be some discrepancies. There is one thing that prevents some of our students from going up for honours and that is, that the Belfast students are of an exceedingly practical turn; they will go up for an exhibition to which there is money attached, but they will not go up to seek a mere honorary reward, and consequently many of our students who would, undoubtedly, have taken honours are not represented in the honour list because they did not present themselves in the *viva voce* part. I know one man who, in his paper marks alone, even if he had got a zero mark in the *viva voces* would have been a First Honour man, and he did not get honours because he did not present himself at the *viva voce* examination, knowing that his going up to Dublin would not in his case secure him an exhibition; for to get this he would have needed to show excellence in literary subjects as well.

866. That is a circumstance which affects the first University examination, and that alone?—I believe so.

867. The reason is, that the pass examination is held in the local centres, and also the honour examination so far as the paper work is concerned, but for the honour *viva voce* examination they are compelled to go up to Dublin?—And naturally affects the students most who live at a distance from Dublin.

868. Professor JACK.—Does it not affect the second examination?—No.

868A. Rev. Dr. MOLLOY.—With regard to the College scholarships, you are of opinion that the maintenance of those scholarships, as distinct from the University prizes, is a valuable aid to collegiate education?—I am.

869. Would you explain generally why?—I have already, to a certain extent, done so. I mentioned in the first place the fact that the scholarships are given by the College, and examined for by the professors of the College who may not be examiners of the University. For instance, our professor of Latin is not an examiner in the University. It would impair the influence he might have over the students if he had nothing to do with the award of the scholarships at the end of the year. The possession of these scholarships adds dignity to the College, and we have a hold on our own scholars which we would not have on scholars who obtained their scholarships in the Royal University, and who would not be under any incumbency to do any duties in connexion with the College. I think, too, that the local connexion between the scholarships and the College is a matter of importance.

870. In awarding the College scholarships you can take into account the amount of training the student has received under your own eyes during the preceding year?—That he has received such training is one of the essential conditions at competition.

871. In other words the College scholarships can be used to promote collegiate education as distinguished from the mere preparation for examination?—Certainly.

872. Dr. STONEY.—In reference to the question of marks, you have had experience both as a professor of the Queen's University, and as a private teacher in the University of Dublin? Are you of opinion that the meaning to be attributed to any percentage that is awarded requires the mode in which the marking of the examinations is made to be fully understood?—Most certainly.

873. Are you aware from the way in which this is done that the mathematical examination for honours of Trinity College is such that a percentage of thirty-five per cent. is considered to deserve a first honour?—I have heard that such is the case.

874. And that a percentage of fifteen is considered to deserve a second honour?—Yes.

875. Whereas under other systems of marking these numbers might not deserve those honours?—It is clear that in a mathematical examination the numerical estimate would entirely depend on the difficulty of the paper. As an illustration, I have heard that in the Cambridge Senate, where a senior wrangler has been known to come out of the hall having answered on a long but difficult paper a problem and a-half.

876. As a rule, the more advanced the subjects are the lower the percentage that denotes high education?—Yes.

877. Is it usual for competent examiners to reserve the determination of what shall be the lowest percentages for first honours, and what the lowest for second, until after the examination has been held, and then to base their determination on the experience afforded by that examination and a comparison of its results with the marks that candidates in previous years had been able to score?—I believe it is. It certainly was so in the Queen's University.

878. And it is so in the University of Dublin?—I am not aware of what the practice in the University of Dublin is.

879. Professor JACK.—With regard to the scholarships in law and engineering, would the same answers that Dr. Cuming gave apply—that is, there are three in law and three in engineering. Are those tenable for one year only. I understand that in the case of medicine the same system applies, that the scholarships are tenable for one year only?—Yes.

880. And it is the same with regard to engineering?—Yes.

881. In addition to this I would like to understand what is the amount of the scholarships offered to students of the College in arts. At the beginning, that is in the first year, there are ten scholarships tenable for one year only of the amount of £24, and these are paid from the public funds?—Yes.

882. In addition to the College scholarships of the first year there is one Pakenham scholarship open each year, £25 tenable for two years. There is besides one Sullivan scholarship open each year of the sum of £40 tenable for three years; and there is in addition to those no other scholarship open to students at entrance?—No.

883. Unless some small exhibitions in connexion with the Academical Institute?—None conferred by the College.

884. But at the end of the second year, in the same

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BELFAST. June 3, 1884.

John Purser, esq., M.A., LL.D.

way, there are ten scholarships tenable for two years of £24 each, in addition to one Porter Scholarship of £30, tenable for two years?—Yes.

885. And at the end of the third year there are no scholarships open except the Dunville studentship. At the end of the second year there is the Andrews Scholarship also, I believe?—You have enumerated all the scholarships. The Porter Scholarship is awarded at the beginning of the third year.

886. Then the Andrews Scholarship would be at the end of the third year?—For the Andrews Scholarship the student must be of two years standing, but he may be more. It is open to senior students generally.

887. And the Dunville in the same way?—For the Dunville Studentship the candidate must be of three years' standing, but it too is open to more advanced students.

888. These two scholarships and the eight senior scholarships would be all the scholarships open to a man at the end of the third year?—These two and the seven senior scholarships are all that are open to students at the beginning of their fourth year. The eighth senior scholarship is attached to the Law School. I should mention that the scholarships are at the beginning of session, not at the end.

889. I wanted to ask with regard to the return 1883-84, so that we may clearly understand it. The total number of new students, I find, was 132. Of these 97 matriculated in the Royal University; 14 must have matriculated in some other university, and 5 elsewhere than in Belfast College alone. The 16 who were not matriculated in Queen's College, Belfast, make up the 132. The number of students not matriculated in any university was 21. I presume these are made up of 16 and 5. What I am anxious to ascertain is, if there are 14 students who have matriculated in some other university than the Royal University, could you give me any information as to what other university they are matriculated in?—There are very few matriculated students in our College who are not now matriculated students of the Royal University.

890. The impression which had been created in my mind is an erroneous one. There are not 14 students who are unmatriculated of any but the Royal University. Probably 97 students was the whole number?—No. You must distinguish between the number of students who have passed the matriculation examination of the Royal University, and those who are enrolled as matriculated students of the Royal in virtue of having passed the matriculation examination of the late Queen's University.

891. Were there any students matriculated in other universities except the Royal University?—Only one or two.

892. There are one or two questions with regard to the returns here. I gather from the return Arts 1, that those students must have been students who entered in October, 1883?—The class Arts 1 consists in the main of those who entered College for the first time in October, 1883; but there are about eight or ten included in it who were in this class before and who have returned to it again.

893. So that in the main you would not expect to find any mark opposite their names in any column?—No, except the matriculation column; and the students in Arts 2 may have entered in 1882. You could not find any mark opposite their names except under the heading First University Examination.

894. As to the students who entered in October, 1880, and so on, would not all probably be matriculated in the Queen's University?—Certainly.

895. And in October, 1881?—Certainly.

896. I want to ascertain how far these returns correspond with what might have been reasonably expected if these B.A.'s are entirely Queen's University men. B.A.'s purely of the Royal University, having matriculated there and proceeding regularly should only appear in 1885?—Yes.

897. So that none who are marked with Q academically lower than the second Queen's University in arts could graduate in the Royal University before 1885?—Yes.

898. Turning to the number of matriculated arts students in the first year, there are eighty made out here. Of those eighty students in arts in the first year, forty-three attend five classes, twelve attend six classes, and one attends seven classes. How many hours a week would five classes, roughly speaking, represent?—I should say fifteen; perhaps more.

899. The number, in that case, of fifty-six students out of eighty attending five classes or more strikes me as a large number; and the students attend a great number of classes?—A great number.

900. Is the strain on the student's mind, when attending so large a number of classes as that, caused in any way by any pressure exercised by the College or by any system of the University?—There has been a little additional attendance imposed by the College in consequence of the examinations of the Royal University, by reason of the first examination in arts of the Royal University containing so many subjects. For instance, a class in experimental physics has been opened in the first year, and that is one of the classes recommended by the Council of the College since the creation of the Royal University. Also the English class, which used to be a one term class under the Queen's University, has been extended so as to embrace an entire session, and in that respect some additional labour has been imposed on the students in connexion with the regulations of the Royal University.

901. I gather, for instance, that many of the arts' classes, since the institution of the Royal University, have slightly increased in attendance?—Yes.

902. While the medical classes have considerably diminished?—The number attending have. Yes.

903. I should be inclined to infer from that, I do not know whether my inference would correspond with yours—that the institution of the Royal University has tended to put on the arts students of the first year a larger amount of arts work than previously existed?—Certainly.

904. You have not any means of comparing the actual arts work of the Queen's University with the arts work of the Royal University of the first year?—The Queen's University had no examinations at all at the end of the first year, while the Royal University has. In the old university, Latin, Greek, Mathematics, one term in English, and a Modern Language had to be attended. Under the new system, what we require in the College from scholars and those who wish to obtain a sessional certificate is attendance on Latin, Mathematics, English, Greek or a Modern Language, and Experimental Physics.

905. I would ask whether the opinion of the staff of the College has been taken as to what strikes me in the first instance as the large pressure on students of the first year; or whether they consider the pressure on the students in the first year is excessive?—I do not think they consider it excessive.

906. Dr. MARSTON.—With reference to this return from Queen's College, Belfast, I see in arts fourth year, that they are mostly graduates, and that they take, under the heading of the column "classes attended," but few classes. Is it that they are pursuing them at their own selection. In "Arts third," some are attending many classes, and some a small number. Is it that the men taking a small number are reading for honours?—With respect to the fourth years' class those who are attending few classes are I should say in the main men who have been candidates successful or unsuccessful for senior scholarships. No one can be a candidate for a senior scholarship who does not enter his name for an honour class in college, and attendance on that class is what is represented here. It must be understood that the fact of our entering students in these Returns as having attended a class does not necessarily mean that the College would give them a certificate of attendance, because in some cases the attendance is below the three fourths which is the standard the College requires. With respect to the

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third year the great majority of students are attending three classes; that is the regular course of the college. There are one or two, perhaps half-a-dozen, that are attending less than three classes, these are men who have attended before and who have returned to college to avail themselves of instruction in particular departments.

907. What is the amount of public money received annually by this College for general purposes?—The bursar can give the correct figures, but my impression is that £7,000 is the grant by Act of Parliament, and we get also £1,600 for our library and museum, and the general purposes of the college.

908. Rev. Dr. MOLLOY.—If you look at page 2, in column 3, there is a list of R's which means, I understand, that the students corresponding to these R's have passed the second examination in arts?—Yes, they passed the second university examination in arts, and have not yet passed the degree examination.

909. The fourth column in which they are all Q's, except the last, means that each student has passed the first university examination?—Yes, or its equivalent as explained in the return.

910. The sessional examination held in the College at the end of the first year of the student's course was accepted by the Royal University in lieu of the first examination in arts, for those students who had matriculated in the Queen's University?—Yes, and accordingly the course I have followed in these Returns seemed to be the most complete way to give the information the Commission requires.

911. Turn now to page 7, the medical list. In the column under "matriculation," I see a great number of Q's all the way down. Am I to understand that these are students who passed the matriculation examination of the Queen's University, and consequently by Act of Parliament have been accounted matriculated students of the Royal University?—Yes

912. And that that is the last university examination they passed?—Yes.

913. That examination must have been passed in October, 1881?—Yes, or perhaps a month or two later. Before the dissolution of the Queen's University.

914. The Queen's University was dissolved in February, 1882?—I believe so.

915. They have not advanced one step since in their University course?—Not so far as I know.

916. In the examination for scholarships each professor examines the papers of the subject in which he is a professor?—Yes.

917. Do the reports from each examiner come before the Board?—The reports come before the Council. The arrangement with respect to all the scholarships does not exactly agree. For instance, in the case of the Literary Scholarships, the College examiners would meet and compare their marks, and recommend to the Council who they considered ought to be elected, and the Council generally acted on their recommendation. In the case of some scholarships the Council on examination of the marks have of their own discretion withheld the scholarships.

918. The appointment of scholars rests with the Council?—Yes; no scholarship is awarded except by the award of the Council.

919. In the list of scholarships given here there are a certain number marked "private endowment." We do not wish you to answer any question as to the standard on which those scholarships have been awarded, and we ask only with regard to those scholarships which have been provided out of the public funds?—So I understand.

920. CHAIRMAN.—The majority of the Commission would prefer to have the particulars with respect to the private endowments as well?—If the College authorities agree to this, perhaps the Commission would be satisfied with the returns for last year.

921. For two years?—Very well.

922. Professor JACK.—My feeling is that it is a matter entirely for the College authorities with regard to what they choose to offer, but that it is within our purview to consider the system under which private endowment scholarships are taken, as well as the others. I do not wish to put any pressure on the College authorities of any kind?—The difficulty is the possibility of their being mistaken by those who are not quite familiar with the working of the system.

923. If you add an explanatory note it will get rid of that effect.

924. *Rev. Dr. Porter.*—I, for my own part, see no objection whatever that you should get full information with regard to the way in which the private endowment scholarships are awarded.

SIR DAVID TAYLOR, J.P., Mayor of Belfast, examined.

925. CHAIRMAN.—You are Mayor of Belfast?—Yes.

926. You are anxious to give us some evidence in reference to our Commission?—Yes. I will give you evidence as to the state of the public feeling of Belfast.

927. We take that for granted. Can you give us information as to the working of the College, or as to the standard of education, or as to the way the scholarships are awarded, or as to the way the fees are regulated?—That I cannot. I have no information of that kind.

928. All you want to state is the good feeling of the inhabitants of Belfast towards the College?—Quite so.

929. That is a matter we do not regard as being within the scope of our inquiry, but we take it for granted?—Then you do not wish to examine me.

SAMUEL BROWNE, esq., M.R.Q.C.P.I., and M.R.C.S.E., examined.

930. CHAIRMAN.—You are a medical gentleman practising here?—Yes, for forty-two years. I was for twenty-five years one of the surgeons of the Royal Hospital, and for many years senior surgeon.

931. Are you at present connected with one of the hospitals?—I am consulting surgeon to three or four.

932. Will you be able to give us information respecting the present condition of the medical school here, the appliances, and the means the students have for instruction?—Yes.

933. Dr. MARSTON.—What is the average occupation of the hospital?—It is very frequently overflowing. We have not sufficient accommodation.

934. What is the character of the cases?—We have all classes of cases, but we do not admit any of the zymotic diseases. There is a separate building for those cases

935. You have resided here for a very long time?—For forty-two years.

936. Have you had an opportunity of contrasting this hospital and its material for clinical instruction with hospitals elsewhere?—Yes; with hospitals in Dublin, London, and many other parts of the world.

937. By "other parts of the world" do you mean the Continent?—Yes; Spain, Portugal, and Italy.

938. Have you a large amount of surgical practice in the course of the year?—I gave up attending since 1875. During my time (twenty-four years) there was a large amount of surgical practice.

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BELFAST. *June 3, 1886.*

Samuel Browne, esq., M.B. C.S.E.

939. Of what kind?—It was very largely operative. We had a large number of accidents coming from this extensive manufacturing district.

940. You have dressers, house surgeons, and so on? What was the method of clinical instruction?—Speaking of my own time, my method was to take a certain number of selected cases and get the students to point out what they were. I asked the students questions on the cases as I went along. For instance, I would take a case to-day and go back on the same case two days hence.

941. Did you make the students examine the cases for themselves?—Yes, decidedly.

942. You think they had every opportunity of cultivating their powers of observation?—I think so. I look upon our hospital as a very small one compared with many others I have seen.

943. Having regard to the fact that the College is distant from the hospital, and that operations are sometimes of an urgent character, had you a sufficient number of students attending to see the operations?—If it were a case of accident we always, when possible, gave due intimation to the students. I am speaking of my own period. I do not know anything of the hospitals at present. I do not attend.

944. You have several hospitals?—Since I came to Belfast they have had a number of special hospitals built.

945. Are those all available?—I started the ophthalmic practice in Belfast, and there was an hospital built for my accommodation and the public. The students are received there.

946. There is an ophthalmic division of the Royal Hospital?—So I understand.

947. I suppose you gave clinical instruction to your classes separately?—Yes.

948. Had you any class examinations, or any means of testing their progress at the end of the session?—Yes.

949. How do you test their progress?—By examination

950. Was the examination written or *viva voce*?—For my own class it was written. I speak specially of the Malcolm Exhibition connected with the hospital.

951. Had the students to examine cases in the hospital?—Occasionally.

952. They would know of those cases beforehand?—They were always examined on some they must have known.

953. Did you experience any difficulty in getting test cases?—I think not. I do not see how we could have any difficulty in getting test cases in an hospital like Belfast.

954. On account of the abundance of material?—We had always plenty of material, and very diversified.

955. You think the clinical instruction capable of being afforded was excellent?—I would not say excellent; I would say fairly good.

956. Do you not think, looking at the distance of those various hospitals from one another, and from the College, the size of the town and the capacities of the place, that you might have something better in the way of hospitals?—Decidedly. If you could amalgamate them all it would be a matter of great importance. You cannot compel parties to lay out their money as we wish, but as they please themselves. A great many hospitals built would be better let alone.

957. Would it not be a matter of economy in the way of administration?—Decidedly. I would be an advocate for that, clearly.

958. I do not mean by that that all your patients should be under one roof, but sufficiently near to be under the same staff?—Yes.

959. With regard to your own students, did you exercise them in the art of prescribing, in the use of drugs as well as in the diagnosis of disease; for instance in a practical way. "Take that case; what would you give him; write a prescription and show me what you would do"?—My clinical clerks and dressers were the students to whom those questions were principally put.

960. Did you ever get infective wound diseases?—Many times, I am sorry to say.

961. You had opportunities of showing the students these and lecturing on their treatment?—Yes, and also on the prevention of disease.

962. There is no professorship of hygiene or sanitary science connected with this College?—I am sorry to say there is not.

963. Had the students a good opportunity of studying pathology and morbid anatomy?—No, not a great deal in that way.

964. You regard that as very essential?—Yes.

965. Did you exercise your pupils generally in the practical use of surgical appliances?—Yes, in bandaging, the application of splints and the like.

966. That was not restricted to dressers, but was for the students generally?—It was their own fault if they did not get a fair knowledge of those matters.

967. How would you rank the hospital instruction here as compared with the instruction in other hospitals you have seen?—I think it is fair. I have seen better in other places.

968. Do you think, with what you have here for theoretical teaching, that it would be a good thing to return a man for two out of three or five years and then send him elsewhere for the sake of greater variety of instruction and experience before he passed?—Do you imagine we have the power of sending, or do you mean simply advice?

969. Advice. You have no power, of course?—I think it is a great matter for young gentlemen to see the practice at various places. I found the advantage of it myself.

970. It would be a monetary difficulty here?—That has always been our difficulty. We have been always in backwater.

971. Do you think this college attracts to itself a large supply of students, considering the area in which it is situated?—I think very fair.

972. You would rank the clinical instruction here as good?—I said fairly good.

973. Is there anything you would like to add that I have omitted to ask?—As you pointed out, it would be a great matter if there was a chair of sanitary science endowed here. As you are aware now, sanitary science has become one of the essentials of public life. Any man holding a dispensary appointment in Ireland is ex-officio an officer of health; and if he be not instructed in the principles of sanitary science he will be likely to fail in his duty.

974. Have you the means of teaching antiseptic surgery?—Yes. They can see it demonstrated every day.

975. As a matter of fact are there different members of the surgical staff, some pursuing it and some not?—I do not know. My son largely carries it out.

976. Was the attendance at the hospital in your day quite satisfactory?—Very much so in my day. I never had any fault to find with the students.

977. Have you the means of ascertaining how it is now?—I have not for years been observing it.

978. Is there anything you would like to add?—Nothing of any importance, except that it would be a great matter were sanitary science cultivated more than it is. It is essential both for the public service and for private life.

979. When did your connexion with the hospital cease, except as an honorary surgeon?—I resigned in 1875 after twenty-five years service.

980. CHAIRMAN.—Do I understand what you have been speaking of as being before 1875?—Yes.

981. And you have had no experience of the working of the school since 1875?—Being one of the consulting surgeons, I see what is going on; but I am not so familiar as I formerly was with the hospitals.

982. But the evidence you give is as to what you saw yourself?—Yes, from an experience of twenty-five years.

983. Dr. STONEY.—I wish to ask whether the

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education here meets the wants of the community in Belfast?—That is the education in the College generally?

984. Yes, in the College?—You will permit me to say that my knowledge of the working of this College has been quite sufficient to tell me that it has been as well worked as any other medical school I am aware of. I believe from the time it was opened in 1849 until the present there have been as able men connected with the College as anywhere else.

985. When you speak of the working of the College you speak of the young men as they turn out afterwards in their profession?—I know them intimately. Some of my own relatives have turned out remarkably well.

BELFAST. *June 4, 1884.*

Samuel Browne, esq., M.R.C.S.E.

W. T. KIRKPATRICK, esq., M.A., Q.U.I., examined.

W. T. Kirkpatrick, esq., M.A., Q.U.I.

986. CHAIRMAN.—You are the head master of Lurgan College?—Yes.

987. Were you a student of this College?—I was.

988. Did you take your degree here?—I did.

989. When?—In 1870 I graduated as M.A.

990. Where did you go to after that?—I have been engaged in teaching ever since. I have been nine years in Lurgan.

991. Were you engaged in teaching in the province of Ulster?—Yes, first in Belfast and then in Lurgan.

992. What opportunities have you had of ascertaining the standard and class of education that has been given here since you left?—I prepared large numbers of young men every year for Queen's College, Belfast, both in Belfast and Lurgan, of course not so many in Lurgan as in Belfast.

993. When did you go to Lurgan?—At the beginning of 1876.

994. Then you prepared several young men here down to 1876?—I was the principal assistant in the Belfast Institution up to that time.

995. From 1876 down to the present time have you had any opportunities of judging of the standard of education here?—The best men I have prepared I have sent here.

996. You prepared men, from time to time, for the matriculation examination?—Certainly, and for the first year's scholarships. The very best men I have had have gone in for these.

997. Do I understand that they were preparing for their scholarships while in Lurgan College?—Certainly, for the first year's scholarships whilst in Queen's College, Belfast.

998. They matriculate here, and then go back to you?—Although our place is named a College it means simply a collegiate school.

999. What do you mean when you say the first year's scholarships?—I mean first year's scholarships in Queen's College, Belfast.

1000. That is the entrance scholarships?—The entrance scholarships. My desire was to speak of the value of those endowments throughout Ulster.

1001. That is not within the scope of our inquiry, but what I would be glad to hear from you is, what is the standard of education of young men who matriculated here?—They were certainly the best men I had.

1002. What was the absolute standard of education they reached—I do not speak relatively to the other boys in the school?—Many of them were absolutely good mathematical or classical scholars for their age.

1003. Professor JACK.—About what age were they?—The age would vary—about seventeen or eighteen. The average entrance age is about seventeen.

1004. CHAIRMAN.—And they were good classical scholars and good mathematical scholars?—They were, as a rule.

1005. Would you say the students who obtained the entrance scholarships were all good classical scholars?—They were the cream of them, of course. I never knew a case in which a boy from our school got a scholarship but I considered him a remarkably good scholar. Certainly, we regard the competition as severe.

1006. Professor JACK.—Were there any cases in which boys who were, in your opinion, remarkably good classical or mathematical scholars did not obtain scholarships?—My experience since I went to Lurgan has not been wide enough to answer that very fully, because usually when I send up a man he is pretty good. In Belfast they have a large number of candidates, but nearly all I sent up were successful.

1007. Was your principle that you would not send up, or recommend a man to go up, unless he was likely to get a scholarship?—We send up considerable numbers, including some who do not compete for scholarships, or entrance exhibitions of any kind, and I distinguish between them and those who compete for honours.

1008. But with regard to the men competing for scholarships, you usually sent up as many men as you thought would get scholarships?—If so inclined, but the student decides that, not I. Numbers have stated their intention of competing for exhibitions, and asked me to prepare them. Of course we prepare them for all places—Trinity College, Dublin, and the Royal University. In fact, schoolmasters are over-pressed with that kind of work.

1009. Does your experience with regard to entrance for Trinity College, the Royal University, and entrance scholarships here throw any light upon the different standards that these institutions adopt?—It is somewhat invidious to speak of standards, but I would say that the sizarships of Trinity College are a much wider course. I would not undertake to say that the scholarship was truer or required a better acquaintance with classics than in the case of a scholarship in Queen's College, Belfast.

1010. What number of students are there in Lurgan College?—About seventy.

1011. What was the average number of men whom you sent up each year as pass men and as honour men?—It varied, but it represented the neighbourhood.

1012. CHAIRMAN.—You said you sent your best men to get the scholarships in Belfast. Did it ever happen in your experience that any went to Galway and Cork for scholarships?—Yes; I prepared them for Galway and Cork.

1013. They were not your best men?—I would not undertake to say that. The year before last a student got second scholarship, and we considered him a remarkably good man.

1014. Have you sent men to Cork and Galway whom you would not like to send to Belfast?—The competition is regarded as more severe here than in those Colleges, and of course it is a higher arena for an able man, who flies generally at the highest game he can.

1015. Did it ever occur to you that any of your students went to Cork to get scholarships?—No.

1016. Did any of your men go to Galway except in the instance you mentioned?—I had another man at the very beginning; only two cases, as far as I remember.

1017. Professor JACK.—Were those two cases both cases of men who were good classical and mathematical scholars?—They were very good.

1018. You were not surprised at their gaining scholarships?—Not at all.

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BELFAST.
June 4, 1884.

John W. Byers, esq., M.A., M.D., Q.U.I.

JOHN W. BYERS, esq., M.A., M.D., Q.U.I., examined.

1019. Dr. MARSTON.—You are on the staff of the Royal Hospital?—Yes.

1020. You are also on the staff of the Children's Hospital?—Yes.

1021. You have had an opportunity also of seeing the practice in other hospitals in London?—Yes, at the London Hospital, Whitechapel.

1022. Be good enough to tell me the impressions made upon your mind from having seen the practice and the opportunities for clinical observation at the London Hospital and those presented here?—I think that the men graduating here would compare very favourably with the men getting the M.R.C.S.E., as far as theoretical work is concerned, and are much superior, I would say, to the ordinary run of men. Perhaps in practical work the London men would compare more favourably.

1023. To what do you attribute that?—I think that the close association of the London hospitals with the collegiate teaching has a very marked effect. Here the hospital is at one end of the town and the College at the other, and that leads undoubtedly to great disadvantages. If we had an hospital near to the College it would very much facilitate the teaching.

1024. But are the cases for the practical study of disease in the hospital of the right kind in amount and quality?—I think they are very fair.

1025. You think a man should have no difficulty here in being turned out a good, sound practitioner?—I think so. Many men do not go anywhere else after being here.

1026. Where do the men go for their licences—do they graduate in the Royal University?—I am a graduate of the Queen's University. Do you mean the practitioners of Belfast?

1027. I mean the men studying medicine in this College?—Since the Queen's University was done away with there have not been so many men here as formerly, and I think men are going to examining boards, especially to Edinburgh.

1028. Why is that?—Undoubtedly the destruction of the Queen's University has been a great blow to the medical school, because, in the first instance, students are placed at the disadvantage of being practically compelled to take another year. Students from the North of Ireland, not having much money to spend, wish to make the most of their time. They find that by going to other places they can complete their course and get qualified in four years. In the Royal University it comes practically to this, that men are obliged to take an additional year. That is one great disadvantage. Another matter is this, which has, I know myself, a very depressing effect on men coming to Belfast, that the Belfast professors are not represented on the examining boards in Dublin, as they used to be. I could give you a table from the last Royal University calendar that would bring that out very markedly by showing the relative proportion of the examiners.

1029. That is perhaps scarcely relevant, but we have the fact. The London Hospital is a great surgical hospital?—Yes, immense.

1030. Do you think the men here have all the means and appliances in hospital such as they would see in London?—It is not fair to compare an hospital here, with a small number of beds, with a large hospital in London.

1031. Other things being equal, what do you say?—I think the students have a very fair opportunity of seeing surgical practice here.

1032. As compared with Dublin, is that your opinion?—Oh yes; but then you know London is so much ahead of Dublin, in respect of hospitals.

1033. In what respect?—They have so much more money in London, surgeons there are enabled to get almost any appliances.

1034. You mean the appliances for teaching purposes?—For treatment and teaching.

1035. Are you satisfied with the standard of medical education here?—I think it is very good for a provincial school.

1036. Would it quite compare with any other provincial school?—I think so; but it is always at a disadvantage when compared with a metropolitan hospital. The opportunities at the Royal Hospital here have been very much increased of late. The staff has been greatly increased since I was a student here.

1037. Have the students at the Royal Hospital every opportunity for using those appliances, and for learning all the details of surgical practice?—Yes.

1038. And do they as a matter of fact do so?—Yes.

1039. You know that of your own knowledge?—You see I am a physician, and I cannot speak from personal knowledge; but I see what is going on, and I think the students do take advantage of the opportunities afforded them.

1040. With regard to obtaining a knowledge of the diseases of women and children, what facilities have they?—In connexion with that I can speak from personal knowledge. For diseases of women there is a department at the Royal Hospital which has been only in existence for a year and a half. I have charge myself and it has been greatly worked up. There is another hospital in town where students have also an opportunity of studying diseases of women; but of that hospital I cannot speak personally. I merely know there is such a place. At the Belfast Hospital for sick children at which I am one of the physicians, there is a clinical class of senior students.

1041. Is there anything you would like to add now?—No.

1042. Dr. STONEY.—You have also taken a great interest in the education of women in Belfast?—Yes, from the fact that my mother is head of The Ladies' Collegiate School here.

1043. Is there a want of such education?—I think the Queen's College had a very direct influence in promoting the growth of the teaching of women. A number of years ago the teaching of girls was in a very backward condition. In fact it was usually the so called æsthetic subjects that were taught; but latterly owing to one or two causes, and first the establishment of the Queen's College, people who had ladies' schools were able to get good teachers, men who had studied at the College here, who had graduated and were settling about Belfast, and taught. The professors also took a marked interest in promoting the education of woman.

1044. Has the opening of the College classes for women supplied a want long felt in Belfast?—Yes. A number of ladies have availed themselves of that privilege, and it is an indication of the value of the College.

1045. What is the quality of the education given to the ladies?

1046. CHAIRMAN.—How can you tell that?—It can be told from the position they take at the examination of the Royal University. That is the proper way to judge of it.

1047. Professor JACK.—You say that a great number of students go from here to take their medical qualifications at the University of Edinburgh?—No, but to take what is called the Honble qualification. That has nothing to do with the University.

1048. The Commissioners are not aware of the nature of the system?—That is a purely examining board.

1049. It is not required of them to attend the University of Edinburgh?—No. They go to a purely examining board.

1050. They take their qualification to practise?—Their license.

1051. I find that in the list of about 235 medical students returned to us as attending lectures in this College, there are forty-five who have matriculated in

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the Queen's University, and whose matriculation in the Queen's University is the last academical entry made against their names. With regard to those forty-five gentlemen who are now attending lectures here, they must have matriculated I presume about October, 1881?—I suppose so.

1052. The Queen's University was dissolved in February, 1882. If they matriculated in 1881, they have been three years in this College. Would you suppose that the system of going to licensing boards explains the fact of those gentlemen not having taken any further academical mark?—It would explain the cause of a number not having done so.

1053. CHAIRMAN.—Do you know anything about the class of examination that is held in Edinburgh?—Only from hearsay.

1054. Are you able to inform the Commission as to whether the examination is an easier or a more difficult one than that in the Royal University?—It is generally supposed to be an easier one.

1055. When you say that a medical student must practically take another year, if he goes through his course in the Royal University, does not that refer to the compulsory first examination in arts?—Yes.

1056. And that makes it another year?—Men tell me they are not able to get to their medical course for a year after matriculation.

1057. Quite apart from getting at his profession with the least expense, do you not think that you turn out a higher class professional man by his going through the arts course?—I am myself a graduate in arts of the Queen's University, and I think that an arts education gives a man a great advantage. But you have the fact that men are able to go to other places for their qualifications and complete their course in four years, as they did formerly; whereas if they come here, and entered the Royal University, it adds another year to their collegiate training.

1058. Would the Edinburgh College of Physicians represent a lower professional value than a degree of the Queen's University or the Royal University?—Undoubtedly it would, but when a man gets into practice it does not make very much matter. The double qualification is a license enabling a man to practise.

1059. Do you consider that by the variety of diseases that come into the hospital here for treatment there is a sufficient opportunity of affording adequate means of professional training to students?—I think that men get a very fair knowledge. If a man wants to perfect himself he can go elsewhere, as Englishmen do to Vienna.

1060. You have constant experience in the hospital?—I am one of the staff.

1061. It was stated to us to-day that the class of diseases there were much the same, and limited in number, and from that fact, students had not the varied opportunities of seeing different diseases to educate them properly?—I think there is a very large variety, both in the intern and extern departments.

1062. Do you think the variety is sufficient to enable adequate instruction to be given to the students?—I think so, and it is proved by this, that many men get into practice without going anywhere else, and by their passing a very high examination.

1063. Dr. MARSTON.—Do you consider the fees for the medical curriculum low?—Very low; but the fees have been struck low to adapt the course to the requirements of the people in the province. The ordinary students I have met in England have much more money to spare.

1064. CHAIRMAN.—But, commensurate with the poverty of the country, your opinion is that the fees are reasonable?—Reasonable and low in comparison with other places.

1065. Professor JACK.—I would gather it to be your opinion that the amount of money a medical student must spend in obtaining his qualification for practice is a dominating circumstance with regard to any choice he may exercise as to the school to which he should go?—In Ireland.

1066. In the North of Ireland?—There is only the one school here.

1067. Supposing the question were put before him, "Is it better to go to the Royal University and spend a certain time there, or go where I can and get a license?" Is the student in such a position that the amount of money required compels him to take one course rather than the other—The people of the North of Ireland would prefer to have their sons educated at Belfast. Perhaps they themselves having been educated here, they like their sons to come up in turn as the natural place.

1068. At the same time the arrangements here are that the student may have his whole education in Queen's College, Belfast, but may receive his license, all he requires for practice, in Edinburgh, and that that course is much cheaper, whether he might or might not consider it better to have an arts course extra, or a practical year extra. I want to know whether the sum the one course would involve him in, as compared with the other, would be a great argument?—It would weigh with some.

1069. You mentioned intern and extern patients. I am not familiar with the arrangements of hospitals; but in talking of the number of beds available for the Royal Hospital, I suppose there are, besides the beds, patients treated at their homes?—No; not at their homes. That is not by the Poor Law system but medical and surgical cases, and cases of diseases of women not needing to reside in hospital, go home and return again in a few days. That is one of the great features of the hospital.

1070. Rev. Dr. MOLLOY.—With regard to the forty-five students who matriculated in the Queen's University in or about October, 1881, and who have not since advanced, so far as we can see, any step in their university course, do you know whether they are going to Edinburgh for this license or not, or is it only a conjecture?—I know, as a matter of fact, that some have gone.

1071. Do you think there is a large number of them who go?—I would not say a large number, but a considerable number have gone.

1072. Have they to go for an examination each year?—They have to go in for two examinations before they get a final license.

1073. When they go to Edinburgh are they not examined in the medical subjects by examiners who are not their professors here?—Certainly.

1074. Then, so far as being examined by their professors is concerned, Edinburgh has no attraction above Dublin?—That introduces another point. There is a feeling among the students that they would rather go to Edinburgh than to Dublin.

1075. What is the precise attraction that brings them to Edinburgh, if it is the fact that they will not be examined by their own professors?—One is the close connexion between Edinburgh and Belfast.

1076. How is it closer than between Belfast and Dublin?—Owing very much to the fact that race has a good deal to do with it. There is a close connexion between the north of Ireland and Scotland.

1077. They like to be examined by men of their own race?—It is a very difficult question to answer. There is undoubtedly one reason, that you go there to be examined at once, whereas if you went to the College of Surgeons in Dublin, there would be details that would keep a man going on longer.

1078. CHAIRMAN.—Is it more expensive to get from here to Dublin and back, than to Edinburgh and back?—I cannot say which would be the dearer.

1079. Rev. Dr. MOLLOY.—Do you repudiate the Dublin people as not belonging to the same race?—Not at all; but there is a closer connexion between Belfast and Edinburgh.

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Belfast. June 4, 1884.

William Calwell, esq., M.D., M.CH., Q.U.I.

WILLIAM CALWELL, esq., M.D. M.CH., Q.U.I., examined.

1080. Dr. MARSTON.—Where are you practising?—I am not practising at all. I am staying in Belfast and am just home from London after taking advantage of St. Thomas's Hospital. I studied here and I am a graduate of the Queen's University.

1081. Knowing the advantages that this place offers in the way of hospital and collegiate instruction, and also knowing from your recent experience of St. Thomas's Hospital, what are offered there and the system of clinical instruction, I should be very glad if you would give us the benefit of your opinion as to both places?—I should say the teaching here is confined chiefly to the intern patients, while the teaching in St. Thomas's is confined chiefly to the extern patients. If you take the full benefit of the four years' education here, attend the classes, and especially read, the advantages are not superior, but they are fully equal to those students who have taken their full course at St. Thomas's. At St. Thomas's the lectures are not attended in the way they are here. The roll is not called in a regular manner, and there are very few more than the regular clinical clerks or dressers in attendance going round with the visiting surgeons and physicians.

1082. With regard to the opportunities of instruction, the class of cases and the variety of disease that you get in the two hospitals, what is your opinion?—I would say they would be superior in St. Thomas's in proportion to the number of beds and no more.

1083. What do you regard this hospital capable of doing with regard to training a future practitioner?—If he takes full advantage he will qualify himself. It depends on himself.

1084. There is no lack of material?—There is no lack of material.

1085. Do I understand your evidence to be, not that the appliances for education are not better in St. Thomas's, but that the students do not avail themselves of their opportunities?—They are slightly better, but not better in proportion for such a rich hospital.

1086. You do not mean to convey to the Commissioners that a student who attended to his work would not have better opportunities of learning his profession than here?—He meets a greater variety of cases and obscure nervous diseases.

1087. There is a larger hospital too with more physicians and more surgeons?—There are more assistant physicians and surgeons.

1088. You do not intend to say that the students there are so careless and neglectful of their opportunities that a student here gets on better?—I do not. I did not intend to say that, if I did say it. I say if he takes full advantage here he will be very nearly equal, if not equal, and that he has very nearly the advantages here that he has there.

1089. Take a student here and a student in St. Thomas's Hospital, each of whom is equally diligent, is it your opinion that a student in St. Thomas's would not have greater advantages than a student here?—Other things equal he would, but not in proportion to what might be expected.

1090. Then your evidence is that relatively he would not?—Yes.

William Ewart, esq., M.P.

WILLIAM EWART, Esq., M.P., examined.

1091. CHAIRMAN.—You are the senior member for Belfast?—Yes.

1092. Have you seen the scope of our inquiry and the subject-matters that we are directed to inquire into?—Yes, I have it before me.

1093. Can you, do you think, give us from your great experience, any information on the first head of the inquiry—the standard of education maintained here?—With regard to that I cannot give what I might call technical evidence, or anything in the way of statistics about it; but speaking more of the result of the education here I can say the Queen's College has been an advantage to the town and to the north of Ireland—in fact, a source of culture and elevation to the whole district.

1094. That is, speaking in a general way?—Yes; we value it very highly and would be glad to see its benefits more extended.

1095. Further than that, Mr. Ewart, you cannot give us any assistance?—I would say that looking at it from a mercantile point of view, this College ought to be of much more service to us than it is. In manufactures, the north of Ireland offers opportunities equal to any in the world; but in the matter of chemistry we are behind other nations, and I think that in this College there is a great want of facilities for pursuing chemical studies.

1096. You are the head of a great manufacturing firm yourself?—Yes.

1097. Would you, in the course of that business, have an opportunity of employing skilled chemical knowledge?—We would. We are very badly off for it in fact.

1098. You find the want of it?—We do. There are some countries that have a decided advantage on account of their chemical knowledge, especially the Belgians and Germans.

1099. What you would wish to see here would be a good chemical school which would turn out skilled chemical knowledge?—Further assistance given to the chemical department here. This matter was very much talked of in connexion with the technical school that was got up in Belfast a few months ago. We heard a vast deal about the insufficiency of the laboratory here; that it is quite too small.

1100. Have you considered at all that in an educational point of view there is a very great difference between a College and a technical school?—Certainly; but we think the College would prepare students for the technical school. Having gained the information they would then go into the technical school.

1101. You do not want the College to found within itself a technical school, but a technical school founded independent of the College and the College to supply students?—To give us like a constituency of young men highly educated in chemical knowledge.

1102. You think there is considerable demand in Belfast and in the north of Ireland for chemical skill?—There is a need for it. As regards the College in general, we are anxious.

1103. We cannot go into that. It is not within the scope of our inquiry?—I would say we have a fine supply of raw material of genius in Ireland that we want turned to account, and we think the Queen's Colleges a very powerful instrument for that purpose. We want the Colleges to get certainly not less than they have and a good deal more. We think it is miserable the support that is given to education in this country. Seeing what is given in America, it makes one speak.

1104. Rev. Dr. MOLLOY.—I do not clearly understand whether you desire to have a technical chemical school as part of the College, or a separate technical school established in Belfast?—A separate technical school in Belfast, but this College to educate and elevate them into it.

1105. Do you mean to educate the students of the technical school or the professors of the technical school?—To educate generally in chemistry and let the cream be drawn to the technical school.

1106. Would the students of the technical school be educated in this College?—That would be my hope.

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1107. Then the chemical department for the technical school would be in this College?—I expect so.

1108. Do you think it desirable from an educational point of view to make the chemical school of a University a technical school as well?—No. I do not contemplate that at present. There would be difficulties in the way.

1109. It would be better to have a perfectly independent technical school?—A technical school for manufacturers and students well up in chemistry would be of great assistance.

1110. The students in that school would not be expected to be University students?—Probably not.

1111. Dr. STONEY.—It is not proposed that in the technical school the students should study chemistry?—In the technical school in Belfast, for instance.

1112. In Belfast?—No; it is more a practical school.

1113. They will apply their chemistry?—Yes.

1114. What you want is that there shall be opportunities in the Queen's College for learning chemistry before they go to the technical school to learn how to apply it to the arts?—Exactly, and I think that would be a natural benefit.

1115.—You would have the theoretical study of chemistry in the College?—Yes.

1116. Dr. MARSTON.—The technical school, as I understand, is already started?—Yes.

1117. Rev. Dr. MOLLOY.—Your view is, that a student having finished his course in the Queen's College, and having acquired a knowledge of chemistry in the College, should then go on to the technical school to get a technical knowledge?—That some of them should.

1118. Is it likely that the class of students going to the technical arts would begin by a university course; that is not the experience in Germany?—Suppose you had twenty students in chemistry; a certain proportion of them would go to the technical branches, and the ablest of them would pursue the chemical studies, and become advanced men, professors and such like.

1119. Do you suppose they would go to the technical school as students after passing through the university college?—Through the college here, yes.

1120. After finishing their course in a university college they would become students in a technical school?—Some of them would.

1121. Do you think there is a large number of students who would follow such a career as that?—I do.

1122. It is not the experience in France and Germany, where technical schools exist. A student, having finished his primary education, decides whether he will go to a technical course on the one hand or the university on the other. But there is no example of a country providing a university course to begin with and a technical school to end with?—With regard to that I do not know; but, as a practical man, I let my thoughts run out in a practical way. Here is the college, which has a first-rate chemical department, but needs further development, and I believe a large proportion of the students in chemistry would come off to business and help our business.

1123. I sympathize with your object, but should rather promote it by establishing a technical school for technical students, and maintaining a university college for university students?—I have stated my view as it occurred to me.

1124. Dr. STONEY.—Has it not always been a feature of the Queen's Colleges that they have permitted non-matriculated students to attend certain classes?—Yes.

1125. And if there was abundant room in the laboratory department it would meet the want you pointed out?—That is exactly what I mean. I did not mean that they should go up to Dublin and get their degree, but that they should get chemical education here.

1126. Rev. Dr. MOLLOY.—If a technical school were established you would not stop with chemistry, but provide for all the technical arts as well?—Yes.

1127. And, therefore, if the idea of Dr. Stoney were carried out, you would have to embody the technical school in the university college?—I do not see that at all. They would get their chemical knowledge here, and come down to us to apply it in dye works, bleach works, and the like.

1128. Professor JACK.—I do not know whether you are familiar with the circumstances of Leeds at all?—Not much.

1129. If I describe the circumstances of Leeds, as I understand them, be so good as to say whether they correspond to your idea with regard to Belfast; for instance, there is the Yorkshire College, which is in the same position as the Queen's College here, except that it has no connexion with the State; it is a general college, which has no power to give degrees. One of the most important chairs in connexion with the college is the chair of chemistry. There is an extensive laboratory and sufficient appliances. In connexion with the college, and maintained, to a large extent, by some of the London Companies, there is a school for dyeing and bleaching; and, as far as I am informed, speaking generally, the practice in Leeds at the present moment is, that a number of students, some of whom are actually attending the Leeds chemical classes, and some who are not attending those classes, but who have attended them, go to the dyeing classes. Does that description correspond at all to what you desire to see established in Belfast?—That is what I desire to see here.

1130. I mentioned the facts as appearing to correspond very much with what you suggested?—The Queen's College here would be much the same, only of a higher character than the class you described, which has been assisted by the London Companies.

1131. The class with the professor of chemistry in Leeds is, of course, in the same sort of position as the class of the professor of chemistry here. But in addition to that class there is a class of a professor (I think he is called a teacher or lecturer) upon dyeing and bleaching, and things of that sort, taken by a considerable number of students, some of whom are attending the class of the professor of chemistry, and some who have attended and finished with him?—Exactly; we want similar facilities in Belfast.

Professor JOHN PURSER, M.A., Dub. Univ., re-examined.

1132. CHAIRMAN.—You wish, I understand, to make some addition to the evidence you gave already to-day?—Yes. Under the first head of your inquiry, i.e., the standard of education in this College. I have been very long, indeed for many years, impressed with the conviction that one of the most efficient ways by which the standard of education could be raised in this college, was to add to the present staff two or three assistants. I speak specially of the department in arts. I would recommend the appointment of two or three assistants, such as they have in Glasgow University—men who would be rather tutors than assistant professors, and who would enable us to carry out a more complete system of instruction, who would assist us in training the students there in working exercises, and who would enable the professors to give more of their time to direct teaching. We would thus be able moreover to subdivide the classes. In some of our departments subdivision is necessary to a much larger extent than at present to teach the students efficiently. To some extent we meet this requirement. For example, the Senior Scholar, according to the usage here, assists in the mathematical teaching. But the Senior Scholar is a distinguished man in his own department, anxious to press forward in his career, and we cannot take up too much of his time. Therefore

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BELFAST. June 4, 1884.

John Purser, esq., M.A.

it is important to have regularly appointed trained assistants in the Arts department. We should require an assistant between Latin and Greek, and also between Mathematics and Natural Philosophy. Such assistance would enable us to raise the standard of education.

1133. In your opinion the standard of education ought to be raised?—Certainly; everywhere it ought to be raised. I hope that no word I used leads the Commissioners to think we are at all approaching perfection.

1134. Certainly not. But as I understand you have not a sufficient staff here to give those opportunities to the students for education that you think they fairly ought to have in a University College?—I think not.

1135. That being so, the standard of education is capable of improvement by making the training and the teaching power more efficient?—Yes, in the direction I speak of. I would also wish to be allowed to refer to another point. Dr. Molloy asked me whether I considered the examinations of the Royal University a good test of efficient teaching.

1136. Rev. Dr. MOLLOY.—No; a good test of the proficiency of the students in the subjects of examination?—I want to be distinctly understood in the first place that anything I said was limited to arts.

1137. CHAIRMAN.—So I understood?—But in the second place I want to be distinctly understood also that I do not consider success in the Royal University as the principal or the best test we have of the education of our ablest students. I think the success which the students have had in afterlife is a far more adequate and complete test. I also think that in the case of some of our students the success they have had in the higher examinations in the English Universities and for the higher prizes of the public service is a test more widely appreciated than any test in the Royal University. I cannot but think that the answering of our students at the Royal University examinations is not a complete test of the standard of education here.

1138. Rev. Dr. MOLLOY.—When you came up this morning you very fully and fairly laid before us the condition of certain scholars of Queen's College, Belfast, who obtained, as you told us, the lowest place in your list of scholars, and who came up to the Royal University, and passed certain examinations. You said very fairly you would not test them by their exhibitions, because the exhibitions are given on an aggregate of all the subjects. But you gave us evidence from the honour lists of the Royal University, in which honours are given in the special subjects and you showed that your students attained high positions in the honour lists in the several subjects in which they obtained scholarships from you; and having laid these facts before us, you said this was conclusive evidence that the scholars in question had attained a high degree of knowledge in the subjects of examination. I do not wish to attach any further significance to your evidence than the fact, that in your opinion, the success gained in the Royal University is conclusive evidence of the proficiency of the students in the subjects of examination?—That is what I meant. There is one point which illustrates the importance of the College retaining within its own power the distribution and arrangement of the scholarships. It is this, that in the Royal University they have thought right to attach to their exhibitions and scholarships a limit of age. In many cases the best men we have had would be excluded by that rule. National schoolmasters and men who have not much money come to us as late as twenty or even twenty-five years of age. We have now in College one who took first place in mathematics at the Royal University. We have had similar cases in the past, for instance, the present head mathematical master at the Methodist College. Such men have come to this College and been greatly furthered in their education by getting the scholarships, and probably could not have come at all but for the scholarships. While the scholarships enabled them to attend the classes here, they would be precluded by the regulations of the Royal University from holding any pecuniary reward.

1139. CHAIRMAN. — You offer the evidence as showing the advantage in your opinion of the college retaining the power of distributing the scholarships. That is the only view with which you offer it?—Yes; that is the only view. As regards the Royal University, I have entertained a very strong opinion that the arrangement of its courses should be——

1140. We have nothing to do with that. The scope of our inquiry is how far the students here are availing themselves of the Royal University?—Then I have finished all I wanted to say.

1141. Rev. Dr. MOLLOY.—I quite appreciate the want you speak of, namely assistance to the professors, but I find a provision has been made in the college regulations published for 1883–84, that—

"Senior scholars are required to assist the professors in the matriculation and class examinations, and in conducting the business of the special departments of literature and science to which their scholarships severally belong, under such regulations as the Council shall prescribe."

Now you have seven senior scholars always in the college, and it is competent for the Council to prescribe the regulations under which they should teach. Can you explain why the want you speak of has not been met by the application of that rule which was originally a statute of the Queen's Colleges, and still exists as a regulation in your published calendar?—In the first place, it has been to some extent carried out.

1142. It has been sometimes carried out?—In Mathematics certainly, for twenty or thirty years; in Natural Philosophy also it is the practice that the Senior Scholar assists the professor in teaching that in classics—to the best of my belief he has only done so in cases when the professor has been ill.

1143. You said it would be a great matter if you had one assistant in Latin and Greek. The scholar would be that assistant, if the rule was carried out?—There is this difficulty about the senior scholarships. The Senior Scholarships are obtained by men who have taken their degree, the leading men of their year. In many cases they are reading for valuable appointments. Appointments in the Civil Service, inspectorships in schools, and such like. It is therefore a difficult thing for the college to say that for that prize of £40 they should take up a serious part of a student's time, or compel him to remain giving the instruction mentioned in the statute.

1144. You say it would be a serious thing for the college to say that; but it does say that, and has made a law to that effect. It would occur to anyone reading the regulation, that either they are not to get the scholarship, or they are to fulfil the conditions of it?—Quite so, but the Council of the college have felt the difficulty I mentioned as long as I have known it.

1145. Is it not a great grievance that the student who gets a senior scholarship in mathematics is compelled to observe this rule, while the student who gets a senior scholarship in classics is allowed to evade it?—That depends on the discretion of the classical professor and what course they think it wise to take.

1146. Is not that a grievance for the student who gets a scholarship in mathematics?—I do not think the mathematical scholars regarded it as a grievance. They have given their help ungrudgingly.

1147. Perhaps the classical scholar would do so too. It seems most reasonable to ask for further assistance; but the first thing is to use the assistance the statutes provide for you?—You will have the classical professors under examination; but even in my case I do not feel the assistance the senior scholar gives replaces the assistance that would be given by a trained assistant, by a man who would look forward to a professorship himself. They secure the services of the very ablest men in Glasgow for such posts.

1148. Are not your senior scholars the very ablest men?—Some of them are; but the very ablest men

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are the most difficult to retain after their degree. Unfortunately we have not the great inducements other colleges have to retain their fourth and fifth year men.

1149. Before pressing for further assistance the College Council should exact that assistance from the senior scholars which they lay down in their statutes as obligatory on the senior scholars to give?—If the Government cannot give us any further assistance it would be well the College Council should consider the matter.

1150. Would it not be best?—I cannot think so. The temporary assistance that you could ask from a senior scholar would not equal the really efficient assistance of a trained man, who would give two or three hours a day in instruction and looking over exercises. That would involve but a small addition to our endowment, and so far as my experience goes nothing would tend to improve the teaching more than such a provision.

1151. Do you think is it a good thing to publish year after year a regulation in your statutes, and not to carry out that regulation—not to enforce the condition upon which a scholarship provided out of public funds is held?—In every educational institution, even these so young as ours, there are a number of regulations which are not rigorously enforced, and which have practically fallen into desuetude. There are as few in our college as elsewhere.

1152. Dr. STONEY.—Would a succession of annual assistants fully provide what you require, one coming on one year and another another year?—Certainly not.

1153. Are not there some departments in which such assistants would be almost utterly useless?—I am sure that such is the case. The assistant it is desirable to have is one who would be retained for several years, and thus acquire a thorough knowledge of his work.

1154. If the amount of time demanded of a senior scholar were such as to interfere with his advancement in life, would it be possible to get distinguished candidates to take the senior scholarship?—Certainly not the distinguished candidates. We should have to fall back on men of the second and third rank. The Senior Scholarship would cease to be a valuable reward.

1155. Is not the teaching of the pass men in the college as difficult a part of the work of a professor as the teaching of the honour men?—I think so, quite.

1156. And the discharge of the duty of teaching the pass men with thorough efficiency, and bringing them forward as much as they are capable of being brought forward, is as difficult a part of the work as the teaching of the honour men, and it is one that makes very little show in its results?—It is.

1157. Is it your opinion that that part of the work is done well in the Queen's College, Belfast?—I believe it is done well, and that the teaching of the pass men will compare most favourably with the corresponding teaching in such other colleges as I am acquainted with. There is great care taken by the Professors in the instruction of the pass classes.

1158. Professor JACK.—With regard to the senior scholars, I read the regulation that they are required to assist the professors in the matriculation and class examinations. That is one of their duties. I suppose the matriculation examinations in the Queen's Colleges now are not a very great burden?—No; there are only about half a dozen.

1159. They are required to assist in the class examinations. Are those duties extensive; for instance, we had evidence this morning that in some of the classes there were no class examinations?—Class examinations here have been very heavy, but it has not been the practice to employ the senior scholars in conducting them. As a general rule, the senior scholar has not been accustomed to conduct examinations, and you would have first to explain to him the whole system.

1160. I understand that, further, the regulation says that the senior scholars are required to teach:—"They are required to assist the professor in conducting the business of the special departments of literature and science to which their scholarships severally belong, under such regulations as the Council shall prescribe." Your feeling is that if serious teaching or examination duties were asked from men who get £40 for one year you would be getting what was worth more than £40 for that sum?—Yes.

1161. For instance, in other places a teaching assistant frequently gets sums of £150 and £200?—Yes; but also I do not think it was originally intended the £40 should be an equivalent for instruction. Certainly the greater part is a reward for his industry and ability.

1162. Is there any particular reason why this break should occur in the return, p. 9, after which come on 13 extra men?—We print for our own use in the Registrar's office very early in the session lists of all the men that have entered. A few extra men enter afterwards for summer classes. These are added to our lists in manuscript. In drawing up our returns for the Commission we used those printed lists. Hence the break.

Rev. JOSIAS LESLIE PORTER, M.A., D.D., LL.D., re-examined

1163. CHAIRMAN.—There is a slight discrepancy in the return we got from the Royal University of the students from this College who passed the several examinations at the Royal University during the year 1883. I think you have prepared a table showing the exact number of the students from this College who passed?—Yes. I corrected the inaccuracies. I asked for a copy of that return when I was attending as a senator. So far as the Queen's College, Belfast, was concerned, I compared the return with our own lists, and, finding inaccuracies, I gave it to the Assistant Registrar to have it checked and made absolutely accurate, and I shall be prepared to hand it to you to-morrow.

*1164. There is another matter we decided on asking you for to-day—a list of the students of the College who passed with distinction the examinations of other universities or examining boards?—A printed list of all the graduates will be handed in, and notes attached to the various names showing what they have done afterwards.

1165. What we are anxious to get in addition to that in each case is the date at which the student left the college and the date of passing the examination?—The date at which he graduated is given, and that marks, as a rule, when he left the college.

1166. Have you no means of giving us the date—you know he might be another year here?—The Registrar says it would be almost impossible to furnish it.

*1167. Then this will be our requisition:—"That Dr. Porter, having offered to hand in a list of students of the college who have passed with distinction the examinations of other universities or examining boards, the Commission would desire that he should in each case state the date at which the student left the college, and the date, so far as may be known, at which he passed such examination?—In so far as we are able to do it I shall be most happy to have it done, but I cannot promise it in all cases.

The Commission adjourned to ten o'clock next morning.

*See Appendix III. B.—No. 2.

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BELFAST. June 5, 1884.

THIRD DAY—THURSDAY, JUNE 5, 1884.

AT QUEEN'S COLLEGE, BELFAST.

Present:—R. P. CARTON, Esq., Q.C., Chairman.

Rev. GERALD MOLLOY, D.D., F.R.U.I.; GEORGE JOHNSTONE STONEY, Esq., M.A., F.R.S., D.Sc.; Professor WILLIAM JACK, LL.D.; and Deputy Surgeon-General JEFFERY A. MARSTON, M.D.; with N. D. MURPHY, Junr., Esq., Secretary.

A. L. Meissner, esq., PH.D.

Professor A. L. MEISSNER, PH.D., examined.

1168. CHAIRMAN.—What position do you hold in the College?—I am Professor of Modern Languages.

1169. How long have you been professor?—Eighteen years.

1170. Do you conduct the examinations as well as lecture the class?—I examine my class as well.

1171. What system do you adopt in marking your students?—I mark the students on a different plan. For the scholarships I follow the plan of giving the best student the maximum unless he should be totally unfit, which never happens. There are always plenty of good competitors for those scholarships. I mark the best according to the direction of the Council with the maximum. I may say this looks a very strange plan, but after having used the system for a long time it really meets certain difficulties. Some professors mark very easily, and by giving high marks to their students swamp all the rest. My subject receives but a small number of marks compared with mathematics, and the temptation would be for me to mark my students higher and counterbalance the high number of marks given, and so counteract the direction of the Council. I do not do so, but the temptation is great. I chose myself as an example of a dishonest professor so that I may not hurt anybody else's feelings.

1172. This maximum mark is an arbitrary mark?—It is a mark fixed by the Council.

1173. What is it?—Twelve for the scholarships.

1174. Have you got any record of the marks for the scholarship examinations during the years 1882–83, and 1883–84?—I have not, but the Registrar has.

1175. Have you any objection to our seeing the marks?—Certainly not.

1176. Tell me, without referring to them, what would be the lowest mark on which you would award a scholarship?—Last year, I must say, the answering was very bad. I have preserved the answers of the students, and they are at your disposal. You may get them examined by an expert. You can get an independent opinion if you like.

1177. What was the lowest mark on which you awarded a scholarship?—The scholarships are not awarded by the individual professor or examiner, but by the Council.

1178. What was the lowest mark on which the scholarship in modern languages was awarded by the Council?—I would not be sure, but I think two. I must say the scholarship was not awarded then; but there are a number of subjects which the students may take, and should the student answer well on the other subjects but badly with me he, therefore, gets the scholarship not on the answering with me, but on the answering in the other subjects.

1179. On the aggregate marks?—Yes.

1180. Rev. Dr. MOLLOY.—What you mean is that two was the lowest mark in your return?—I will not be sure of it, but I think it was.

1181. CHAIRMAN.—Have you any other evidence that you would wish to lay before the Commissioners?—Indeed I have several things.

1182. I must ask you to confine yourself entirely to what is within the scope of our inquiry. We have no power to inquire into or report upon, or in any way to redress anything in the nature of a personal grievance?—In the first instance, I wish to say a few words respecting the distribution of the scholarships in the various faculties. In the main the various gentlemen examined have said that this distribution has been a fair one, and yesterday Professor Purser, in his supplemental examination, said——

1183. I would rather you would not refer to anything that was said by anyone else; confine yourself to your own evidence?—It was said the distribution is a fair one, and I do not wonder that amidst the mass of evidence that had to be supplied to you a very important matter should be overlooked—i.e., a scheme which has been at various times before us, of redistributing those scholarships. It has been proposed at various times to consolidate several of those scholarships, some of the scholarships in engineering, several of the senior scholarships, and I believe also some of the law scholarships, and found out of the proceeds assistantships for the Professors of Mathematics and Classics, and also Natural Philosophy. Those scholarships having been consolidated thus, and handed over to the professors, there would, properly speaking, no longer be any inducement for students to read for the senior scholarships and the other scholarships of which they had been deprived. On this account additional State endowment would be required to re-endow the scholarships in classics and mathematics. I hope you will examine some of the members of council again, and also Professor Purser, because he was the gentleman who proposed the scheme, and he will tell you the amount proposed to be given to an assistant, and how long he would be an assistant. Of course during the time he would be assistant to the professor there would be no funds available for the senior scholars. If you allow me I will go into the question of the desirability of assisting the professors in their work.

1184. We feel we have very little time at our disposal, and I must keep within the four corners of the inquiry?—I am entirely in your hands. One of the things which I should call attention to is, to what extent the students of this college avail themselves of the advantages offered by the Royal University as far as this question applies to my chair. You will see that by Her Majesty's letters patent I am appointed Professor of Modern Languages. This expression "modern languages" is a very wide one; but has a conventional traditional meaning attached to it, and was defined before my appointment by the Senate of the Queen's University. I was Professor of French chiefly and of German and Italian. There were no other languages ever expected of me, although naturally I have occupied myself with other languages. But you will see it is utterly impossible for one to teach all modern languages. In this country you understand by "modern languages" French and German, and in Germany, French and English, while in France the expression is understood to mean English and German. All the regulations of managing bodies all over the world understand this by "modern languages." In their regulations the Royal University introduce a large number of other languages, with which I have nothing in the world to do—Spanish, Arabic, Sanscrit, Hebrew, some of which are not even modern languages now. A programme like this is not calculated to guide young men, but rather to lead them astray.

1185. You are now travelling outside the scope of our Commission. We are not here to criticise the

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course of the Royal University?—But you will see the system of teaching in my classes was injuriously disorganized, and that a student who otherwise would have prepared himself in French or in German, would take up a language which he thought he might get through by guessing; such as we have had, a few in Spanish and Italian, who did not know the most elementary things, but thought it was so much like Latin they knew all about it without learning it.

1186. Rev. Dr. MOLLOY.—You do not mean to say that Hebrew is called a modern language in the programme of the Royal University?—No; but it is introduced as an alternative to a modern language.

1187. That is to say, a student who wishes to be examined in Hebrew will be examined?—Yes, instead of a modern language. That is what I wish to lay stress upon. He will be likely a student who will afterwards have this as a professional subject. Now, as you wish to exclude whatever I have to say respecting the position of my chair, I do not know that really I can give you any evidence, although I think I have a personal grievance. The grievance is also rather that of the students and the public.

1188. We have had already, in a very careful table prepared for us by Professor Redfern, a statement showing a falling off in the fees of certain chairs, including your own, since the establishment of the Royal University. That is possibly what you wish to bring before us, and if it is, we have it already?—Yes; but I am sorry to say that neither the President nor the Registrar should have thought it his duty to call attention to my case.

1189. Whatever sympathy we have with you—and I think I only express the opinion of all the Commissioners as well as myself that we do sympathise with you in your present position—at the same time it is outside the scope of our inquiry, and therefore I do not think we would be justified in taking up our time with the matter?—I will not take up your time. On the contrary, when a man is doomed, he had better let the waters close over his head, and die with dignity.

1190. I hope it will be long before the waters close over you?—Thank you.

1191. Dr. STONEY.—As you have had so much experience in examining for modern languages, I wish to ask your opinion as to whether you think the competition a judicious one between Irish candidates in German and Germans who come over here to compete with them, or between Irish candidates in French and French candidates who come over here to compete with them?

1192. CHAIRMAN.—I do not think that is within the scope of our inquiry at all. The question has relation to a competition that does not take place here, but elsewhere. I am clearly of opinion it is not. [After consultation]—I decline to allow the question to be put?—My answer will not be so formidable.

1193. Rev. Dr. MOLLOY.—Did I understand you to say that the answering last year at the examinations for scholarship in your particular subject was bad?—Not altogether; oh, no.

1194. To what extent?—Those who came up for what are called the second year's scholarships, but which are in reality the scholarships for medical students.

1195. Were they scholarships for students in arts or for medical students?—Practically for students in arts, but nominally for medical students. The candidates were students who must have attended the first year in arts.

1196. Are you speaking of scholarships which in the College Calendar are set down as scholarships in arts, or which are set down as scholarships in medicine?—Scholarships in medicine; and I believe not one of the students had taken the subject of chemistry.

1197. But you spoke of students who took the subject of modern languages?—Yes.

1198. You consider the answering in some respects was bad?—Very inferior to what it had been.

1199. How was it in respect of what you would regard yourself as a good standard for such scholarships?—I should say they ought to know more.

1200. The question I asked is, what do you consider the answering to have been as compared with your own idea of what would be a good standard for such scholarships?—Shall I express it in figures?

1201. Any way you please?—I would say the student who got lowest scholarship should have had in my department half marks, or very close upon half marks, and should have made up for his low standing in other subjects; because you must always bear in mind there is a variety of subjects entering into an examination. You must allow for students getting high marks in another department.

1202. I understand your view would be that the student who would get the lowest position on the scholarship list should at least get 50 per cent. of the maximum marks in your subject?—Yes.

1203. And further, when he only got 50 per cent., you would require, even then, some compensation by superior excellence in other subjects?—Yes.

1204. Notwithstanding the fact that that is your standard for a scholarship, in one particular case you think a scholarship was awarded to a student who got two out of twelve?—I have my own copy of the report, and I will turn it up.

1205. Two out of twelve would be about 16 per cent.?—Yes.

1206. Dr. STONEY.—I want to understand what this minimum means—is it 50 per cent. out of the twelve?—Exactly.

1207. That is of a maximum obtained by one of the other candidates?—Yes.

1208. Professor JACK.—Have you any recollection as to what marks the student you speak of got in the other subjects of examination?—As a member of Council, I was present at the time, and I called attention to the marks. You will see that there were only thirty-six students who could compete, instead of about eighty-six, which could have competed under the old system, the competition was so limited by the new regulations.

1209. Rev. Dr. MOLLOY.—Are we to understand that because the number of competitors had been reduced, the standard required for the scholarship was also reduced?—It was also reduced.

1210. CHAIRMAN.—What is the new regulation you refer to as lessening the number of students who could compete?—The regulation of the Royal University with which of course we have nothing to do I am told.

1211. Professor JACK.—I asked you could you obtain for us information with regard to the particular student to whom you referred as having got in your subject two marks out of twelve, whether there was in his case evidence of compensating superiority in other subjects?—The case is before me and I do not know what are those marks.

1212. [Professor *Purser*.—The record here runs this way:—Out of 100 marks in anatomy he obtained 55; in botany 32 out of 50; in zoology 26 out of 50; in French 2 out of 50. So the record here is practically zero in that subject. Here was a competition for two scholarships for which there were two candidates. The professors handed in the marks, taking the maximum on the paper as full answering—i.e., the 100 marks clearly did not represent the answering of the best man, but the maximum paper. One scholarship was refused.

1213. Rev. Dr. MOLLOY.—I understood Dr. Meissner first to say the candidate got 2 out of 12, but the actual record is that he got 2 out of 50?—Such is the record here].

1214. *Professor *Meissner*.—I could only say positively by referring to my own papers.

1215. Rev. Dr. MOLLOY.—It is desirable to clear up that point. Will you hand in the result of your reference some time in the course of the day?—I will do so.

* Professor Meissner subsequently handed in a return showing that the candidate got 2 out of 12.

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BELFAST
June 5, 1884.

T. Hastings Crossley, esq., M.A.

Professor T. HASTINGS CROSSLEY, M.A., examined.

1216. CHAIRMAN.—You are Professor of Greek in this College?—Yes.

1217. How long have you been professor here?—Five years and a half.

1218. Do you also conduct the examinations in your class?—Yes.

1219. What system of marking do you adopt for the scholarship examinations?—I have always retained my own system of marking, in the first instance by a percentage, which is afterwards reduced to a maximum.

1220. To get a percentage you must have some standard. What is your own maximum?—It entirely depends on the merits of the candidate, frequently eighty or ninety per cent. of 100.

1221. Then 100 is your maximum?—Yes.

1222. Have you preserved the marking papers of the scholarships of the last two years?—I am afraid I have not preserved my private marking papers.

1223. How are your private marking papers afterwards changed when the case comes before the Council?—I give them just as they come from my hands to the Registrar.

1224. You take 100 as the maximum, and mark your papers by percentages?—Yes.

1225. What was the lowest percentage on your marks on which a student obtained a scholarship, either in 1882–83, or in 1881–82?—I am not in a position to answer the question. If notice had been given I might.

1226. Could you conveniently in the course of the day refer in any way to any memorandum or private marking papers you have preserved?—I am afraid not, but they may possibly be in the Registrar's office, I will do my best to ascertain.

1227. [Have you Mr. Crossley's students' marks, Mr. Purser, for the scholarships of 1882–83 and 1883–84?

1228. Professor *Purser*.—Is it the marks for the second or first year's scholarships?

1229. CHAIRMAN.—For both?—I have before me the marks for the second year's scholarships in 1883–4. In Latin the first man got 18; another man got 17·6; another, 17; another, 14·4; another, 13·5; two got 11·1; and the last man got 9·9, or nearly 60 per cent.

1230. I want the Greek?—The highest man scored eighteen.

1231. What was the lowest mark in Greek of a man who got a scholarship?—10·8. As I referred to the Latin marks, the lowest in Latin who got a scholarship had 13·5. That is the second year. Do you wish to know the first?

1232. Yes, please. Give me the top man and the bottom man?—In Greek the top man got eighteen.

1233. What did the lowest get?—The lowest got 12·7.

1234. Rev. Dr. MOLLOY.—Are these the marks before the change was made or afterwards?—These are the marks I always require from the professors. Do not imagine I alter the marks. I require from the professors that the marking should be reduced to the standard eighteen.

1235. So the fact of the top man getting eighteen is in consequence of the college rule?—If he is not below an average pass man he gets eighteen.

1236. The rule is that the highest man is to be marked eighteen whatever he gets, unless there is low answering?—Yes.

1237. These are the marks after the reduction?—Yes, not a reduction by the Registrar, but by the professor.

1238. Can we get the marks given by the professor?—It is possible such marks may be here.]

1239. CHAIRMAN *to Professor Crossley*.—What would be the lowest percentage, according to your marking, on which a man would be afterwards raised to the arbitrary standard of eighteen?—That amounts to asking under what circumstances all scholarships would be refused on account of the want of merit. Such a case has never arisen.

1240. You take 100 for your standard, and mark by a percentage. What is the lowest percentage you would mark a student for a scholarship that would entitle him to have his marks raised to the arbitrary standard of eighteen?—We reduce them all first before we consider their merit. We reduce them in proportion. I mark on a proportion of 100. Those marks then are reduced to a proportion of twelve. We do not disqualify any until their answering on all subjects is considered.

1241. If he got twenty-five per cent. in Greek would you consider him eligible to get a scholarship?—No.

1242. Where do you draw the line?—My memory does not serve me, but I would certainly reject on twenty-five.

1243. Would you reject on fifty?—No.

1244. Where would you draw the line between twenty-five and fifty?—It would be impossible to give a categorical answer to that.

1245. You have to decide on the merits of the candidate on the Greek paper?—The scholarship is not awarded on Greek alone.

1246. But, so far as you are concerned, the scholarship is awarded on Greek alone. If you are not able to answer, I will not press you; but I may take it you would reject on twenty-five and pass on fifty per cent?—Yes.

1247. Rev. Dr. MOLLOY.—We have been told that the college rule is that, before proceeding to award scholarships, the marks obtained by the highest student are first raised to the maximum, and then all the others are raised in proportion?—Precisely.

1248. That is the general rule, but that admits of an exception in a case where the marks obtained by the highest student are not considered sufficiently high to warrant that process being carried out. What mark would be considered so low as to prevent the highest candidate being raised to the maximum?—As the case has never occurred in my experience I am unable to say.

1249. In all cases, as far as your experience goes, the highest student gets the full marks, and the others have been raised in proportion?—Because the mark has been sufficient to justify what would pass a man at fifty per cent.

1250. If the top man got fifty per cent. would he be raised to the maximum?—I should consider that a very bad field.

1251. He would not be excluded from being so raised?—When I said fifty per cent., I meant rather the minimum than the maximum.

1252. Therefore, in the marks we have before us, when I find eighteen for the highest, and the lowest 10·8, it is possible that the top man who is marked eighteen got in reality only half of that—nine; and consequently the lowest instead of 10·8, would have got only 5·4. Therefore it is consistent with this return that the lowest got only 5·4 out of eighteen. Is that correct?—I scarcely follow the reasoning.

1253. You say that in all cases before the marks you have given us here have been obtained, the marks got by the top man were raised to eighteen, and the marks of all the others were raised in proportion?—Yes.

1254. You have told us also that it is possible the top man got only fifty per cent.?—It is possible, but it has never occurred within my experience.

1255. Therefore it is perfectly possible as far as this return is concerned that the lowest man only got half the marks set down in this return?—Yes, but those figures are not considered the absolute standard indicating the attainments of the candidate.

1256. [Under these circumstances, I would ask Professor Purser whether the returns he is to furnish

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give us the marks after the process of reduction has been carried out or before?—Professor *Purser*.—I have already explained that with respect to some of the marks there will be a great deal of complication. In the scholarships a great number of subjects come in, and in some cases the examiners have returned the marks on different bases. As a general rule, the plan I have explained has been adopted. The highest answer in the subject has got the highest marks allotted to the subject, whether eighteen, twelve or nine, as the case may be.

1257. Professor JACK.—That is always if the person giving the highest answer would be a good man?—A good average top man. The case of the medical scholarship just alluded to is a case in which the examiners have not reduced the marks. They brought the marks as they stood and said, "Oh, that is the percentage on the paper." The examiners sent in the returns in that shape, and I could not get the returns in the other shape from them. They said "There are the marks as they stood on the paper, there is no use reducing them, as they are the marks for two candidates." Therefore, as I explained, these marks will not be all exactly on the same principle. Where there are two scholarships and two candidates, it was quite obvious which man was eligible for the scholarship, and which ought not to be elected. There is a return, and it would not be possible for the registrar in the excitement of the last day to get it done in the usual way, because the professors simply won't do it.

1258. But in the cases referred to, 100 per cent., and 50 per cent. and so on represented what the professors considered to be full marks for the paper?—I believe so.

1259. Accordingly the judgment which the Board of Examiners or the Council came to was that a gentleman getting those marks out of the total percentages assigned to the paper was entitled to a scholarship?—Yes. I should like to add distinctly as the question has been asked, and my name has been brought into question, that for myself I utterly decline to state any absolute percentage on which I could recommend a man for a scholarship. I entirely decline to state that. I think the tests that I mentioned yesterday are more satisfactory. One is examining the paper. That is a test that my esteemed colleague Dr. Allman adopted in the Queen's University, and is an admirable test. After all the marks have been sent in the examiners look at what the lowest man had done question by question on the paper, and then consider whether he is entitled to a scholarship or a prize. That is better than any numerical system whatever, which simply throws dust in the eyes of the public.

1260. Rev. Dr. MOLLOY.—The question I asked was simply a question of fact which you can answer in one word. The returns which you propose to furnish do they give us the marks of the students after the process of reduction has been gone through, by which all would have been raised in a certain proportion or the marks obtained by the students before the process has been gone through?—Where the process has been gone through, it will be the marks after the process of reduction.

1261. You cannot give us the marks before the reduction has taken place?—No. In certain instances, I may have private papers of the professors in my possession, which may indicate something; but I could not offer it as authentic evidence.

1262. May I ask you to point out the cases in which the process has been gone through, because it appears to me that the marks after they have been all raised do not represent the judgment of the professor on the absolute merits of the papers, though they do on the relative merits?—I shall endeavour to give such explanatory notes as to make it clear.]

1263. Dr. STONEY.—What percentage have you usually found to be the percentage of the best answerer for scholarship?—Professor *Crossley*.—Without consulting the records, my impression is that it would range from eighty to ninety.

1264. And would not be fifty?—No.

1265. CHAIRMAN.—If you wish to offer any evidence that we have not asked you any question about, we will be only too happy to receive it?—I would wish to advocate a scheme with reference to the standard of education at the College. Although the standard is already high, it appears to me that by a scheme which has many arguments in favour of it, it might be raised still higher. It has been already touched upon by Mr. Purser, and I should like to endorse the observations made on the subject, namely the appointment of assistants.

1266. Do you agree with the evidence given by Professor Purser yesterday?—I have only had time to read it cursorily; but so far as I know the arguments he used I entirely concur with him.

1267. That is as to the appointment of assistants?—Yes.

1268. Dr. MARSTON.—That would be a valuable means of raising the standard of education in the college?—Yes.

Professor JOHN PURSER, M.A., further examined.

1269. Rev. Dr. MOLLOY.—There is one point of view in which I proposed to consider this question yesterday, and which became unnecessary when I thought you were giving us the marks the students obtained from the examiners. But I find that you are going to give us not those marks, but the marks to which they have been raised by a certain process, the amount by which they have been raised being entirely an unknown quantity. I understand that in awarding scholarships the real difficulty comes when you have awarded say four literary scholarships and four science scholarships in each of the first two years. The question is whether you are to award a fifth or not. I find from the returns furnished that in certain cases there are six competitors for five scholarships in literature or six for five science scholarships. Let me suppose you have awarded four of these. You have then before you the case of two students who are competitors for scholarships, and you have this alternative—that either the scholarship must be awarded, or the money must be paid back into the public Treasury?—The money is not paid back into the public Treasury.

1270. What becomes of the money?—It can be used during the same session, and generally is used, in giving book prizes to the students. The sum available for prizes at the end of the session, if no scholarships lapse, is about £100. Our first prizes are under £1, somewhere about 15*s.*, and even for these prizes there are not adequate funds. When a scholarship lapses, we are enabled to give the prizes completely at the end of the session, and not to curtail them.

1271. Is there not a general feeling that the awarding of those scholarships is a great advantage to the neighbourhood of Belfast and the province of Ulster?—You have had a great deal of testimony to that effect.

1272. Would it not be a very unpopular thing not to award a scholarship?—I do not think the question of popularity has influenced the professors one bit. I have known many instances in which the scholarship has been withheld. On my own recommendation scholarships have been several times withheld in mathematics. It has been withheld in classics also. Last year the second medical scholarship at the examination you have been criticising was withheld, Senior Scholarships have been several times withheld.

1273. I do not mean to imply that the examiners have not required a high standard for the scholarships. But is it not a very difficult position for a board of examiners to be placed in when they have already

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BELFAST. June 5, 1884.

John Purser, M.A.

awarded four scholarships—that they have the papers before them of two candidates, and they must either award the scholarship to one of them, or do an ungracious thing. But perhaps it is hardly a fair question?—Examiners are paid to occupy difficult positions, and they must discharge their functions.

1274. I wish to say I do not in the smallest degree mean to convey any imputation on the action of the professors. But it appears to me the system is not a good one by which a board of examiners is placed in so difficult a position?—May I ask in what respect any board of examiners could escape from such a position?

1275. Where there is a large number of competitors the first five are sure to be good. Where there is a small number there will generally be a difficulty in determining whether the first five are competent for scholarships?—Sometimes.

1276. Professor JACK.—It appears from p. 14, section 6, that there were 135 scholarships, including the first year, the second year, and the senior scholarships, which have been offered for the last five academical years, and 134 were actually awarded. May I take it from you that in the judgment of the Council the 134 candidates out of the 135 were entitled to those scholarships on academic grounds?—Such was the judgment of the Council.

1277. Dr. STONEY.—In those cases where there were only five candidates or six, where the number was small, were those candidates already picked men?—Certainly; they were picked by previous examinations. Their comrades knew who were most likely to get the scholarships, and those men entered for the scholarships.

1278. Is it usually the case in all universities that the number of candidates for the highest prizes is not largely in excess of the number of prizes?—It is constantly so, as far as my experience goes. For the very highest prizes of all the number of candidates is not infrequently identical with the number of prizes.

1279. The total number of candidates is 233 for the 135 scholarships?—I want to correct a slight misapprehension which has arisen in consequence of what has been here to day said. I do not believe that any proposition ever formally proceeded from either the Council or the Professors for any alteration of the Senior Scholarships, or change of the Senior Scholarships into Assistantships; and personally, I myself, have never advocated that the Senior Scholarships in the College should be done away with or should be changed into Assistantships. It has been talked of, but personally I never advocated it, and no proposition has emanated from the Council or Corporate body of professors that I am aware of to that effect. It is a misapprehension that I wish to correct.

1280. Professor JACK.—I want to know whether you, as the Registrar, or the College authorities, have any means of informing us about the students in medicine whose last academical mark is "Q," how far the opinion of one of the witnesses yesterday, that a large number of those students were applying to licensing boards instead of going on with the examinations of the Royal University was justified by the fact or not?—None whatever. It has been often discussed amongst us whether such is the case. The best evidence you can have is that of the Medical Professors and the evidence of such other medical gentlemen as were examined before you yesterday. We, in college, have no official information, nor personally can I form any opinion on the subject.

Professor CHARLES DUKE YONGE, M.A., examined.

Charles Duke Yonge, esq., M.A.

1281. CHAIRMAN.—You are the Professor of English Literature and Modern History?—Yes.

1282. How long have you filled this chair?—Eighteen years.

1283. Had you any experience in academical teaching before that?—No. I had private pupils, but that is a different thing.

1284. Do you conduct the examinations for the scholarships in the subjects that you teach?—Yes.

1285. You have conducted them for the last eighteen years?—Yes.

1286. What system of marking do you adopt for the scholarship examination?—I am sorry to say that our principle of raising the marks to twelve is about as bad and unaccountable as it is possible to conceive, and I have endeavoured to counteract its effect. The rule I have made is this. I have divided the students into classes in my own mind, setting down 100 marks as the maximum. English is an easier subject than history. Taking the history of France, Germany, Italy and England for a couple of hundred years at least, I have reckoned in literature they ought to get seventy-five per cent., and that in history I might be content with 70 per cent. Then I have made the minimum of the second class 55 per cent., and I have never in any instance recommended a student if he has not got fifty-five unless he came close to it or was very brilliant in another subject. I have one or two instances in the way of prizes at the sessional examination. The class has so many prizes varying according to the number of students, one prize in every ten. It sometimes happens, and has happened very recently, that I give no first prize at all, but only recommend one second prize, because I had no one who came up to more than fifty-five or fifty-six per cent. In that way I have endeavoured to counteract the raising of the percentages.

1287. Are your marks made on that method raised according to this arbitrary standard?—I am not quite certain, but I rather think it will be found I have given to my best student nine or ten where I might have given twelve.

1288. Fifty-five per cent. is the minimum, except the student gives brilliant answering in some other subjects?—Yes.

1289. What would be the lowest mark in one subject where a scholarship was obtained by reason of brilliant answering in any subject?—I think I should not have stood in a man's way supposing he had got forty per cent. on my papers, provided the Greek and Latin professors said he had done brilliantly with them, or the mathematical professor said he had done brilliantly with him. If the student was a first-rate mathematician I should not think myself entitled to expect quite as much from him as if his line was a literary one.

1290. Are you able to tell us that, as far as your subjects go, you have not awarded scholarships under 55 per cent?—Yes.

1291. And you have not awarded scholarships under that, unless where you would not like to stand in a man's way?—Yes, if he were brilliant, which showed he had devoted himself principally to other subjects.

1292. Rev. Dr. MOLLOY.—In such a case are we to infer it never could happen that a scholarship would be awarded to a student who had got less than forty per cent. from you?—The Council could overrule me afterwards.

1293. Have you been, in point of fact, overruled?—It is a question for the Council afterwards where they take into consideration so many of the marks.

1294. For your own subject you would expect the student to get fifty-five per cent., but if he got forty per cent., or over, you think he might compensate by distinguished answering in other subjects?—I should probably object, but I might waive my objection.

1295. Where a student got below forty per cent. from you has there been, in point of fact, a case of his getting a scholarship?—I have no doubt a case has occurred, but I think it has not occurred often.

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1296. Professor JACK.—Are you a Member of Council?—Yes, and have been for a good many years.

1297. So that you are probably quite acquainted with the practice of the Council?—I think so.

1298. Is it the practice of the Council, in the case of a scholarship where there are four or five subjects, to give to any single professor an absolute veto?—No, I should say not.

1299 That is to say, if there were five subjects on which the examination for the scholarship took place, and if the candidate obtained practically no marks in one subject, would his not obtaining marks in that subject be considered to be an absolute bar to his getting the scholarship?—That is asking me to speak of the opinion of the rest of the Council as well as giving my own. I think, as a matter of fact, it is conceivable, but I doubt if a case has ever occurred that a candidate who almost got nothing in one subject obtained a scholarship. Suppose he was really first-rate in Greek and Latin, probably the Council might say he is entitled to the scholarship.

1300. So far as your experience goes, it might happen?—It might happen.

1301. When you mentioned that seventy-five per cent. was the minimum you yourself fixed with regard to the first class, I presume you mean seventy-five per cent. of the whole marks which you assigned to the paper?—Yes, you know it is only a fancy mark.

1302. Nothing turns on putting them in a first and second class?—It is merely a guide to myself. I make that difference in returning the students in order that they may all know how they did.

1303. With regard to the presentation of your marks along with others, according to the system that has been indicated, about giving twelve as the total number of marks, would it be your opinion that a man who got less than seventy-five per cent. of your 100 per cent. ought to be raised to full marks in your subject?—It is not my opinion, unless he got seventy-one or seventy-two. I think it is a very bad principle. I cannot understand the principle on which it was adopted at all.

1304. I suppose in your report with regard to a matter of that sort you would put a man who had got seventy-five per cent, or thereabouts, as a man getting twelve?—Yes.

1305. A man getting definitely below seventy-five per cent., say between seventy-five and fifty, would be put below twelve?—That would be my desire; I would give him twelve if he got sixty-five.

1306. You yourself would report that as a matter of fact, and there would be no revising of your judgment?—I think not.

1307. CHAIRMAN.—Is there anything additional you would like to say?—It was mentioned yesterday that it was desirable to point out that the examiners of the Royal University knew who they were examining. In point of fact, as the candidates are not numbered and not named, we have not the slightest knowledge whatever of who they are.

1308. Is there anything else you wish to say?—There is the question about the scholarships considered from the students' and a public point of view. I think there is a view also in which the professors are interested. If the scholarships are taken away the number of students will be greatly diminished and, therefore, the fees of the professors will be greatly diminished. I do not anticipate the report of the Commission, but I mean to say if the scholarships were taken away it is quite plain the professors should be compensated for the reduction of their incomes that would follow.

1309. You will have to apply to that impersonal being, the Treasury, on that subject?—I am perfectly aware; but I thought it right to mention that it is a subject there are more ways of looking at than one.

Rev. W. D. KILLEN, D.D., examined.

1310. CHAIRMAN.—What is your position, Dr. Killen?—I am President of the Assembly's College where the Presbyterian students are educated, and I have been requested to attend here, as I might supply you with some information you desire.

1311. Have you been informed of the scope of our inquiry?—I know something of it.

1312. We are only concerned to inquire into the standard of education maintained in the College, the extent to which students avail themselves of the Royal University, the manner in which exhibitions and scholarships are awarded, and the fees that are charged to students. With anything else we have no concern, and no power to receive evidence on. If you can give us evidence on any of these four heads we will be happy to receive it?—I can touch on some points, with regard to others I know nothing. I have been a professor connected with the General Assembly's College for forty-three years. I have been President of the College for fifteen years, and I have a pretty general acquaintance with the course of studies. I have been here before the Queen's College was established and I know the course of education then, and I know the results of the education since the Queen's College came into operation.

1313. When you speak of the Queen's College you speak of the Queen's College as it existed under the Queen's University?—I know little about the Queen's University. I am not speaking of that at all. I am merely speaking of the utility of the Queen's College.

1314 That is a matter we do not go into?—Have you anything to do with the scholarships?

1315. Yes; the manner in which they are distributed among the students?—I came here to testify that I consider the scholarships have been of immense advantage to the Presbyterian Church.

1316. That is a matter outside the scope of the inquiry altogether. We can understand the advantage of having scholarships; but if you could give us any information as to the standard of education here we would be glad to hear you?—The standard is much higher here than formerly. The standard of education has been greatly elevated by the establishment of the Queen's College.

1317. You are comparing the standard of education in the country before the establishment of the Queen's College and since the establishment of the Queen's College. What we are concerned to inquire into is what is the standard of education maintained in the Queen's College. Can you speak to that?—I find that the Queen's College has greatly improved the literature of my students.

1318. Are you in the habit of sending up from your establishment students who graduate here?—No; the very reverse is the case. The students who graduate here come to me.

1319. Your college is for the preparation of candidates for the ministry?—Yes.

1320. Are you able to tell us, from your own personal experience, of the standard of education maintained by those graduates that come from the College here to your college?—Immediately after the Queen's College came into operation I saw an important improvement in the literature of my students.

1321. That was to be expected; but have you had an opportunity of judging what is the present standard, or the standard for the last eight or ten years, that has been maintained by the graduates coming to your College?—It has been fully maintained. I have a number of bright young men very well educated.

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BELFAST. June 5, 1884.

Rev. W. D. Killen, D.D.

Education here is very much more extensive than formerly.

1322. There are a great many bright young men all over the country?—There are, and there are a number of subjects taught here that were never taught before at all, and these subjects tend to expand the minds of the students.

1323. The education of the gentlemen who prepare for the Presbyterian Church is much higher than it was before, and that is owing to the Queen's College?—The Queen's College is a great blessing to us, and we feel indignation at attempts to degrade it. We consider we are entitled to consideration at the hands of the Government of the country. We are the most loyal part of the population, and the Queen's Commissioners have something to do with the peace of the country.

1324. The Commissioners have only got to deal with the subjects committed to them and nothing more?—We are a loyal people.

1325. I must ask you really to remember that we can only receive evidence on the points within the scope of our Commission?—I could make a very important suggestion if you will allow me to make it.

1326. With great respect, no?—It would be worth while to hear it. My impression is this, that you should convert this Queen's College into a university, and that there should be a university for Ulster. You have two in Leinster. We think we are entitled to one university as well as Leinster is to two. I wish this College to be converted into a university and endowed with university privileges.

1327. Rev. Dr. MOLLOY.—Do you say that it would be useful to the Presbyterians of the north of Ireland?—To the Protestants generally of the north of Ireland.

1328. Professor JACK.—How many graduates come annually to your college?—The number varies very much—just like the crops, some years a good crop and some years a bad crop.

1329. For instance, I dare say you could tell us what was the crop last year?—One of the professors returned a hundred students last year.

1330. One of your professors?—One of ours returned a hundred students connected with his department, but my class was not nearly so large.

1331. How many graduates would come to you per annum, if you have any means of giving me an idea?—I have not. Some come from Trinity College, Dublin, some from Cork, and some from the Magee College, so that I cannot tell much about that.

1332. I expected you would be able to give us a statement with regard to how many graduates of this College passed into your hands annually?—The great bulk of them come from this College.

1333. How many students for instance come to you annually?—I have told you that it is just like the crops; we cannot tell.

1334. I want to ascertain what the character of the new crop is?—I could tell you with regard to my own experience. I have had twenty-six. I have had seventy-six. I have a smaller number sometimes.

1335. If I gather rightly you might have twenty students of this College passing to you, and you might have forty?—Forty or fifty.

1336. Then the authorities of your college and you yourself as president of the college must have considerable acquaintance with the actual standard of education maintained at present in this College?—Yes I think the education is very good and we have reason to be thankful for it.

1337. Have you any means of comparing that standard of education with the education obtained by gentlemen in similar positions from other colleges, for instance, with the education in Trinity College, Dublin?—I do not know. We have had some very excellent young men from Trinity College, Dublin, and from Cork and Galway Colleges too

1338. And from Magee College?—Not many from Magee College, but we have had a few from Magee College.

1339. The most important subject of our inquiry is, what is the standard of education maintained in the Queen's College. Of course I should gather from what you say that you must have means of studying how in your judgment the graduates who pass from the Queen's Colleges compare with the graduates who pass to you from other colleges?—I could not speak on that point, because I have not been looking into it very carefully. I have not given much attention to this question of the Royal University.

1340. It is on that point that your evidence would be important, and if you are not able to speak about it I shall not ask you further questions?—Very well.

1341. Rev. Dr. MOLLOY.—I think I gather from you that you consider the standard of education would be advanced in this College if it were constituted a university instead of being only a college?—Yes, I do. I consider this College to have been unnecessarily interfered with, and changes made in it that are very uncomfortable. If made a university we would have some peace.

John F. Hodges esq., M.D., J.P.

Professor JOHN F. HODGES, M.D., J.P., examined.

1342. CHAIRMAN. — You are a professor in this College?—I am. I have been so for a very long time. I am one of the original professors appointed in 1843. I was three years in the Royal Belfast College before I was appointed here.

1343. I find you returned in the "College Calendar" of this year as Professor of Agriculture?—Yes.

1344. How long is it since your lectures on agriculture were given?—No lectures since the new charter was obtained for the Queen's College.

1345. What is the date of that?—1863.

1346. Then the chair of agriculture has fallen into abeyance?—In consequence of the regulations of the Government at the time the lectures ceased, and there is a minute from Sir Robert Peel stating that he considered the teaching of agriculture out of place in a university. However, I have not been idle since that time. I was anxious to correct a statement that was made yesterday.

1347. Then, so far as agriculture is concerned, there have been no lectures in it, and nothing has been done in that faculty, if I might call it a faculty, since 1863?—None. It was stated that there was a department of agriculture in the College. That was broken up when the minute was obtained. At present there is no department of agriculture.

1348. Then why is it that agriculture is returned as one of the faculties, with John F. Hodges as professor?—That is a matter for the compiler of the Calendar. I have nothing to do with it.

1349. Then it is pure imagination?—Not imagination. There is a chair of agriculture, but the duty is discontinued. I hold, as I am entitled to do, my emoluments

1350. You are also Professor of Medical Jurisprudence?—I am.

1351. How long?—Since shortly after the opening of the College. I have been acting as Government analyst for a number of years.

1352. What was your salary as Professor of Agriculture?—£150. I lost considerably by the abolition of my agricultural department, the fees, and my salary as examiner—£100 a year.

1353. Have you any additional salary as Professor of Medical Jurisprudence?—By a strange oversight there was no endowment of the chair of medical jurisprudence. I receive no emoluments except the fees of the pupils.

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1354. All the emolument you derive is your salary for the chair of agriculture, and for which you have to perform the duties of the chair of medical jurisprudence?—I am not obliged to perform the duties, but at the desire and by the request of the Council I perform the duties and give the lectures in medical jurisprudence, and that arrangement received the sanction of the Government of the day.

1355. You have no additional emoluments as lecturer in medical jurisprudence?—No additional emoluments except the fees of the pupils. For a number of years they were not large, but the class rose to a respectable position within the last five or six years. However, lately, I am sorry to say, the class has been falling off like some of the others, and it will fall off more next year.

1356. The medical jurisprudence class has fallen off in the same ratio as the other medical classes?—Yes. This class is only attended by students of the third year. I think it right to refer to a statement made yesterday respecting the original professors of the College. I have the doubtful honour of being senior member of the professorial body, and it is due to those who were my colleagues among the original professors to state that no educational institution in Europe could at the time show more distinguished professors than this, Dr. Andrews, one time President of the British Association, and one of the chief European chemists; Dr. M'Dowell, a most distinguished classical scholar, well remembered by students; Wilson, the mathematician; Dickie, who died Professor of Botany in Aberdeen University, and many others. I think it due to my colleagues to state this.

1357. It is fully appreciated by the Commissioners?—Thank you.

1358. Rev. Dr. MOLLOY.—It is quite right that you should have an opportunity of setting this matter in its proper light before us. I understood you to say that the department of agriculture was abolished by the act of the Government?—Yes.

1359. And you retain the dignity and title of Professor of Agriculture?—Yes, during life.

1360. CHAIRMAN.—Do you draw any salary as Professor of Agriculture?—Yes, and I give voluntary lectures as Professor of Medical Jurisprudence at the request of the Council.

1361. Do you think it contributed to the educational good of the Colleges to abolish the Professorship of Agriculture?—That is a difficult question to answer. It failed in the other Colleges. Each year I had a number of students from the higher classes.

1362. Was there a model farm in connexion with the College?—There was no model farm. The course was too extensive for the requirements of the country. Students were expected to attend lectures on natural history and chemistry, in addition to my lectures on the theory of agriculture and also lectures in engineering.

1363. Rev. Dr. MOLLOY.—Notwithstanding that you had a number of students?—Yes, each year.

1364. Professor JACK.—Was there ever any application made on the part of the authorities of the College for a salary for the Professor of Medical Jurisprudence?—I had an interview with Sir Robert Peel, when he was Chief Secretary, and he was astounded to learn that no salary was given. He said it was an oversight not to have included the application in the schedule prepared by the President.

1365. Has any application of that sort been made since, or has the omission to make such application been due to the fact that you have a salary in connexion with another chair?—No application was made, and I do not know that it was taken into consideration at all.

1366. Is that at all in consequence of your holding the other chair. Do you suppose it is?—No, I do not; because in the other Colleges they have a sort of joint lectureship in which two professors give lectures on medical jurisprudence.

1367. In the other Colleges they have a similar arrangement?—They have no professor of agriculture in any of the other Colleges. You will see from the Charter of 1863, that when the chair of agriculture becomes vacant the salary is to be appropriated to other purposes.

Professor ALEXANDER GORDON, M.D., examined.

1368. Dr. MARSTON.—You are the Professor of Surgery here?—Yes.

1369. How long have you been Professor of Surgery?—Thirty-five years.

1370. Are you on the surgical staff of the hospital?—Not now.

1371. How long have you ceased the active duties of your profession as a surgeon on the staff of the hospital?—About ten or twelve years.

1372. As a rule what number of men have you attending your lectures?—This year I have seventy-five or seventy-six. Last year I had more. The year before I had about ninety, ninety-six or ninety-seven.

1373. Have you anybody to assist you in any way in the discharge of your duties?—No

1374. Is there any allowance made for an assistant professor?—No. I have two classes—the theory and practice, surgery and operative surgery.

1375. You have no one to aid you in these duties?—No.

1376. Have you plenty of material here for your lectures in the way of a museum and so on?—So far as illustrating the subject of fractures goes, probably our museum is unrivalled. I do not know any of the hospitals in London that I could compare with it, that is for sound practical teaching.

1377. You are acquainted with the surgical material in the hospital?—Yes, I was seventeen years surgeon to the hospital.

1378. Do you consider it offers sufficient opportunities to a man to gain a good knowledge of his profession?—I do, in the hospital itself.

1379. There is quite a sufficient variety of cases?—No doubt of it whatever.

1380. Does the Government make any provision for the retirement of professors in the medical faculty?—I received a communication from the Government some time ago.

1381. It is a little outside the scope of our inquiry, but, as a matter of fact, tell me, generally, has the Government made any provision?—I give you the fact that I received a communication some years ago to say that because I had other means of gaining money I was ineligible for a retiring allowance. To that I replied——

1382. Would you, without going into your own particular case, state whether or not the Government does give a retiring allowance?—No, not to medical professors. The ground I go upon is this, that at the time of my appointment there was no distinction made between the professors then appointed and the other professors. It was ten years afterwards when the present Civil Service Act came into operation.

1383. Have they refused to do so in your case?—I have not applied to them, so I cannot tell.

1384. Do you desire to apply?—I will certainly apply before long.

1385. Do you think it desirable there should be a retiring allowance for members of the medical faculty as for the others?—There is no doubt whatever of it. I am four hours engaged daily in the winter months in the College. I spend an hour each day in the dissecting-room teaching, by the permission of the professor of anatomy, whatever surgery presents itself in that room. Afterwards I direct the attention of the students to the case in question, ask them what it is, and to make a diagnosis. Then, I take the specimen down to the class and show it so that the

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BELFAST. *June 5, 1884.*

Alexander Gordon, esq., M.D.

consequence is that the theory and practice of surgery is an excellent course of surgical pathology, and assists the training in the observation as well as in the diagnosis of disease. I take the specimen to the student, and say, "What is that? what do you see there?" He probably does not see what is to be seen. Another comes forward. I do the same with him. Then I say, "Do you not see that?" "Yes." He then sees it. In the same way I train them in the diagnosis of fractures. A good many cases come in, and the training is better than would be had in hospital; for instance, a large class of students cannot examine a case.

1384. Is pathology taught in the way you would like?—No.

1385. Do you think you should have a professor of pathology?—I think it would be well to have a professor of pathology.

1386. Do you think you have a sufficient number of demonstrators of anatomy to assist the professor?—That is a question for the professor himself.

1387. I ask you as an independent witness long connected with the school?—We look upon the Professor of Anatomy as a demonstrator, for he attends regularly, and he has one assistant.

1388. He would not be the worse for two?—No, nor for three either.

1389. CHAIRMAN.—I suppose the students are well versed in a knowledge of the Gordon splint?—It is their own fault, not mine, if they are not. That is one of the subjects in which I train them.

Professor JOHN PARK, M.A., D.LIT., Q.U.I., examined.

John Park, esq., M.A., D.LIT., Q.U.I.

1390. CHAIRMAN.—I believe you are Professor of Logic and Metaphysics?—I am.

1391. How long have you filled the chair?—Since 1868.

1392. Had you any experience in academic teaching before that?—I was myself educated here; I matriculated in Queen's College, Belfast, in 1856; I took my degree of B.A. in the Queen's University in 1862, and the degree of M.A. in 1863; in 1865 I was appointed to the chair of Metaphysics and Ethics in the Magee College, from that I was transferred to Belfast in 1868, and I have filled the chair of Logic and Metaphysics ever since.

1393. What method do you adopt in marking your students who are candidates for scholarships?—The scholarship for which I examine is the senior scholarship in Metaphysics and Political Economy. As there are only two examiners we are allowed to conduct the examination pretty much in our own way. My custom has been not to give full marks for the best answering, but to maintain an ideal standard from year to year. My standard has been 120. Looking over my book, I see that in seven cases out of the sixteen examinations I conducted, there was competition. Usually there is not much competition, and the prizes are decided very much by the examinations for degrees that are held about a fortnight previously in the same line of subjects. Even in cases in which there was competition I did not recommend a candidate for scholarship who had obtained less than seventy out of 120. In that case a gentleman was not recommended by me, but made much better answering in the department of political economy. As a rule the senior scholar has obtained seventy-five marks in metaphysics.

1394. Seventy-five per cent. of your ideal standard?—Yes. I quite agree with what has been said, that for higher examinations especially numerical marks give a misleading estimate. I attach more importance to the impression formed by reading over the papers than to any mechanical system of marking.

1395. Then you would not approve of a mechanical system of marking which proceeded on an arbitrary reduction to a fixed standard?—The more the examination rises, the more difficult is it for a numerical system to represent the fair merits of the candidates. In proportion as the examination is lower as conducted for first or second year's students, the difficulty is less. In proportion as the examination is in the higher matters or subjects, it is more difficult to assign a definite mark to a subject. You may obtain an answer of superior merit, and if you assign a numerical figure to a question it may not represent the value of the answer. It may be possible for a gentleman who has attempted every question to get a higher numerical estimate than one who is really a better man.

1396. Do you think it fair to take the man returned first on the list by the professor, and then arbitrarily give him the highest number, and proceed to adjudge the other places according to the standard of the highest number?—I have not experience of that mode of marking, as I only examine for the senior scholarship and the Porter Scholarship, for which there is little competition.

1397. Then the examination is not in your own hands?—For the senior scholarship it is, in conjunction with the Professor of Political Economy. In the case of the Porter Scholarship we go through the process of a reduction, and make a deduction of 20 per cent., so as to give due weight to the superior answering.

1398. Have you in any way preserved the marks of your scholarship examinations for the last couple of years?—I have.

1399. Could you let the Commission see them?—With pleasure. I can easily obtain them. There was competition this year; none last year. There were two candidates for the one senior scholarship, and I think one got 10·12, and the other 9·82. Last year there was no competition, but the gentleman who had a walk over in the subject was an exceedingly good man. He was the only man who obtained first class honours' gold medal at the Royal University B.A. examination in Mental, Moral, and Social Philosophy of that year.

1400. The Rev. Dr. MOLLOY.—Do you attach importance to the result of the examinations of the Royal University as a test of proficiency?—I think we should attach considerable value to the result.

1401. You think the Royal University succeeds in finding the good men and bringing them to the top?—I have examined for two years. Our own senior scholarship examinations are a better test. I am obliged to lecture on many subjects in regard to which I must efface myself in the Royal University. In the senior scholarship examinations my papers are avowedly set on the subjects I consider of first importance.

1402. Do you appeal to the Royal University as good evidence of the proficiency of your students who gained honours at the Royal University?—It is very good evidence, though not the best. It is decidedly good evidence.

1403. An examination of that kind, conducted by an independent examining board, is not a real test of education in its largest sense?—It is a better test of education on the lower levels. It becomes less and less a test of education when you reach the higher levels.

1404. But it is a test by which the good students are found out, and those who come to the top of the list are the best?—Undoubtedly the first five men would probably be the best.

1405. CHAIRMAN.—Is there anything else you would like to say?—You will see in the returns furnished by the Registrar that the gentleman who is senior scholar in my department is returned as attending my class, but as not having actually attended; allow me to remove a misapprehension. The conditions of the senior scholarship are, that the senior scholar pursues his studies in the department in which he holds his scholarship, and gives assistance if required. Often

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he gives much and valuable assistance, reading and correcting the exercises; but when we have reason to know he is prosecuting the study of political economy we do not impose attendance at lectures. This year the senior scholar is Barrington lecturer in political economy. I have heard him lecture, so that it is not necessary he should satisfy the technical condition of putting in an appearance at my lectures. He was willing to assist me, but, as he is working in the other department, I would not insist on what is little more than a technical requirement.

1406. The Rev. Dr. MOLLOY.—The number of students in your class may not be so large as to require his assistance?—His assistance might have been useful, but I did not require it.

1407. Out of sixteen examinations held by you for senior scholarships in your department there was competition in seven?—In seven cases there was competition, and in nine there was no competition. I might perhaps add that I have a very high estimate of the value of the few scholarships here. As has been stated by some of my colleagues we attach considerable importance to the difference between the conditions on which scholarships are awarded here and in the Royal University. The scholarships are awarded here for a special department. In the Royal University an age-limit is imposed. It may be prudent in the University to impose it, but it is desirable that those who have not entered the University at an early age shall not be excluded from all rewards. In my own department the gentleman whom I entered first in logic and metaphysics is a little over age, and, although he will do us great credit at the forthcoming examinations in the Royal University, he cannot hold an exhibition or scholarship.

1408. Professor JACK.—All such students, and all capable of coming forward as competitors, must have measured themselves against each other several times?—Several times. No gentleman has ever been awarded a senior scholarship who has not been a graduate either of the Queen's University or of the Royal.

1409. You mentioned the age-limit, and I notice from a report of the President for last year that three-fifths of your students are above the age of twenty. Could you mention what age-limit is fixed by the Royal University?—I have it in the Royal University calendar, but I forget what has been fixed for this year. At the matriculation examination, twenty years; at the first University examination, twenty-two; at the second University examination, twenty-three years, and at the B.A. degree, twenty-four years. The gentleman to whom I referred has just passed twenty-four, and therefore he will be ineligible for an exhibition.

1410. These age-limits seem pretty high. Do they interfere with many students?—I see, looking through the students of the second year, the average age is about twenty, so that it does not, as a rule, interfere. I do not object to the limit in itself, but an age-limit being fixed in the Royal University there is a certain advantage in elasticity here.

WILLIAM WHITLA, esq., M.D., examined.*

1411. Dr. MARSTON.—You are one of the physicians of the Royal Hospital?—I am. I am hon. secretary to the medical staff.

1412. How long have you been so?—About two years and a half.

1413. What is the number of beds in the hospital?—180 beds.

1414. You have a medical and a surgical division?—Yes.

1415. What is the average number of patients at the two sides?—The average occupation of the hospital is steadily increasing. I find now that every bed is occupied. The average for the last six months perhaps would be 150 beds daily in the hospital.

1416. How many out-patients have you?—We have extern attendances of at least 100 a day—100 patients present themselves daily.

1417. What is the number of your staff, distinguishing the medical from the surgical?—We have four physicians, one physician for diseases of women, one assistant physician; we have four surgeons, one ophthalmic surgeon, one assistant surgeon, and we have a surgeon-dentist.

1418. Is that your teaching machinery?—Yes. Our teaching machinery numbers thirteen.

1419. You have an ophthalmic side?—We have.

1420. Have you sufficient cases for the purpose of teaching your students?—You mean speaking generally?

1421. An ample number of cases?—Ample, I believe, and sufficient variety of cases, and if you allow me to say, I think the size of the hospital is not such a criterion as the nature of the cases we have. There are so many applicants for each bed that we have the power of selecting our cases, and they are, consequently, more select than they might be in a much larger hospital.

1422. Do you mean that by that means you get more acute forms of disease?—Yes; the most pressing cases, and those most favourable for clinical instruction.

1423. Do you get a sufficient variety to teach?—Quite sufficient.

1424. Now the Board of Management has almost shut out all your chronic cases?—Almost.

1425. State the average number of students who go round with you?—Perhaps thirty.

1426. That is nearly double the number I saw this morning?—We were late this morning going round, but generally they range from twenty to fifty.

1427. May yours be taken as an example of what is usual in the other classes?—I think so.

1428. May I take what I saw of teaching this morning to represent what occurs not only in your ward but also in the other wards of the hospital?—We four physicians do not teach exactly by the same method. Some members of the staff go round all their beds in the morning, others do not. The system I adopt is to take one or two typical cases, or groups of cases, and spend the time on them.

1429. Do you select students to examine the cases for themselves in the presence of the other students, and then question them in the presence of the rest?—Yes.

1430. I may take that as a type?—Speaking of course with a certain amount of modesty, you may take that as a type of the work done.

1431. How often do the physicians and surgeons attend?—We teach four working days—on Monday, Tuesday, Thursday, and Saturday. There are two physicians always on duty, two surgeons, an extern surgeon, and an extern physician. There are eight men always teaching in the hospital at once.

1432. How do the students learn to prescribe, and what instruction do they get as to dietetics, which is a very important but a very much neglected point; is not that so?—It is taught as fairly well here as it can be in most places. We have an hospital pharmacopœia, which gives the diet of each patient. We have the patient's bed-card marked with the diet he receives. The surgeons and physicians inform the students what the diet means. As regards the medicines, the students are taught to prescribe and are asked to write prescriptions.

1433. Do you habitually or commonly ask them to write?—I do it pretty constantly. I ask them to write prescriptions. Pharmacy is also taught.

1434. In a practical way?—In quite a practical way. The men are taught to dispense the prescriptions.

1435. Do you think that work is general?—In our school it is.

* See Appendix III. B.—Documents No. 16.

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BELFAST.
June 5, 1884.
William Whitla, esq., M.D.

1436. Have you sufficient opportunity for the study of morbid anatomy?—I should think that is the weakest point of the hospital. There is a very strong feeling, as was mentioned yesterday, in this part of the country and in Ireland generally against post-mortem examinations. We make it a point never to omit one when it can be fairly obtained, with the permission of the friends of the deceased.

1437. Have you a sufficient number of appliances for the purposes of clinical instruction?—Ample.

1438. Have you had an opportunity of comparing your method of clinical teaching with that which obtains elsewhere and with what results?—I have seen the clinical teaching of all the large hospitals in the kingdom, and I would say that ours is not second to any. I must say that I believe, from the number of our staff and the nature of the cases admitted into hospital in this large manufacturing town, that the students get equal benefit with any London hospital I have seen, and I have been in all of them.

1439. Are they taught clinical chemistry?—They are taught chemistry in the school.

1440. In the hospital are they taught it practically?—In the hospital there is no practical chemistry taught.

1441. I mean are they taught clinical tests?—They are taught the ordinary tests for the different secretions of the body in the wards.

1442. And you see them do it?—Most members of the staff do

1443. What plan have you for teaching the use of the ophthalmoscope, and how many patients?—The ophthalmic department is entirely a new one. It is only fifteen months or a little over a year in existence. Already it has treated between twenty and thirty cases daily; twenty patients at least, five days in the week. There are five beds for the more severe cases.

1444. What amount of operations have you in that department?—I could hardly well tell you that.

1445. Is it going to be developed?—It has been developed. We have only started with five beds. As far as the appliances are concerned, we have every possible appliance in the way of ophthalmic work, the ophthalmoscope, the laryngoscope, and so on.

1446. Who is the professor?—The teacher is Dr. Nelson.

1447. Has he had ample opportunities of studying his profession?—I believe he has studied it at the large continental hospitals, and there can be but one expression of opinion on that, that no one can be more competent to teach, and his teaching is largely availed of by students to the fullest extent.

1448. It is a department that is developing?—Very rapidly.

*1449. Be good enough to hand in the last report of the hospital?—Yes (hands it in).

1450. Have you anything to add to what I have asked?—The number of students has considerably diminished since the establishment of the Royal University.

1451. Why is that?—The causes which are operating at the College. For instance this summer we had only an attendance of eighty-four students, while we had in 1880, just before the Act of Parliament came into operation, or its working affected us, 152. There is a corresponding diminution in the winter returns also.

1452. CHAIRMAN.—Take the years 1881, 1882, and 1883?—In 1880 the winter was 230, summer 152; in 1881, winter 219, summer 147; in 1882, winter 229, summer 118; in 1883, winter 224, summer 100; in 1884, winter 168, summer eighty-four.

1453. Dr. MARSTON.—What is the fee for attending hospital?—The fee is extremely moderate. As far as I know it is the most moderate of any hospital in the three kingdoms.

1454. What is it?—All students practically enter as perpetual pupils, and that means ten guineas for the entire course any number of sessions for all the clinical advantages.

1455. What opportunity have they to study infectious diseases?—We have a separate building—a separate block.

1456. You may have the block, but what about the patients?—We have about an average of fifty patients annually.

1457. What opportunity have they to study mental diseases?—There is a class, I understand, at the asylum. The students go to Dr. Merrick.

1458. Do you know whether a large number of students go there?—A very large number.

1459. If this clinical material is so ample as you consider it, you would not consider the loss of the workhouse hospital as of very material importance?—I should not think so, speaking for myself. I never can get through the number of cases I have before the students in every year.

1460. I know you are not a surgeon. Is there the same abundance of material in the surgical side?—Of course, of necessity, the large number of cases at the surgical side are acute—the result of accident. There is a great deal of machinery in Belfast, and there are unusual facilities to students for seeing accidents, fractures, and so on.

1461. Have you anything that you would like to add?—About the distance of the hospitals from the college and from one another.

1462. There are a great many hospitals for special purposes, for children, and so on. Does that interfere with obtaining a practical knowledge of the profession?—I do not think it does. The hours are so arranged that all the clinical teaching, instead of being as in London, is in the morning, and the students then make their way to the College. I have not felt that it is really a loss that should be taken into consideration.

1463. As a matter of fact are the hospitals well attended by the students?—I believe there are no other hospitals at present where the students so thoroughly avail themselves of their opportunities. I do not think the percentage of attendance is higher in any hospital, and some of the special hospitals have the same story to tell as the students avail themselves of their advantages.

1464. Have you all the appliances necessary for clinical teaching?—Yes.

1465. Have you the means of obtaining knowledge of special surgical and antiseptic treatment?—Yes, some of the surgeons dress antiseptically. We have four appointments distributed amongst the students every six months, and these are taken in to live in the hospital. Sometimes the number competing is very largely in excess of the number we can accommodate.

1466. How many resident physicians have you, or those acting as temporary physicians and clinical clerks?—Our clinical clerks are not necessarily residents. We have one resident physician and one resident surgeon, and four resident pupils who are not qualified but who are selected by competitive examination from the great body of the students attending the school.

1467. Professor JACK.—Do the students select their own teachers out of the staff, or do the students attend throughout under any particular teacher?—The field is free for them to go where they will. We teach every teaching day. The students avail themselves of the special hospitals through the town.

1468. Does the system of pupils make it a matter of importance to the teachers to have a large or small number of pupils?—Do you mean pecuniary advantage?

1469. Yes?—No.

1470. You said that the number of students had been very large as compared with the number in other hospitals?—Yes.

1471. Would you consider it an advantage or a disadvantage that the number of students attending each teacher should be lower than it is?—Yes. I think the students would get greater benefits than under the old system, when the number of students was rarely larger than now. There would generally be only four men teaching at once, and it was found to give rise to a good deal of inconvenience.

* See Appendix III. B.—Documents, Nos. 13 and 14.

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1472. As compared with other clinical schools—I do not know what your experience would be—is the number here larger or smaller than that in other clinical schools throughout the country?—It is larger than in the London hospitals, not so large as in Glasgow or Edinburgh.

1473. When you say larger than in the London hospitals, but not so large as in Glasgow and Edinburgh, you speak generally?—I speak generally.

1474. Your number is not too large or too small for practical teaching?—No, we can do with a great deal more.

WILLIAM A. M'KEOWN, esq., M.D., Q.U.I., examined

1475. Dr. MARSTON.—You are a surgeon to the Eye, Ear, and Throat Hospital here?—Yes.

1476. You are desirous of giving us some information with regard to the clinical instruction this place affords, will you be kind enough to do so as concisely as you can with clearness and satisfaction to yourself?—I have read the evidence given in reference to the clinical teaching at the hospital, and I am bound to say I disagree with it.

1477. CHAIRMAN.—Please do not criticise the evidence, but state your own views?—If you ask me the same questions as were put to the last gentleman for instance I will answer every one of them.

1478. Dr. MARSTON.—There is an ophthalmic side to the Royal Hospital?—Yes.

1479. And you have an Ophthalmic Hospital?—Yes.

1480. What is the number of beds?—Twenty-eight.

1481. The students used to go to your hospital at one time?—Yes.

1482. Have they ceased to go?—For a number of years the students came in considerable numbers—ten or twelve during the winter. They attended irregularly during the summer. Afterward I thought that the fee connected with the teaching was so very small it would be more desirable to allow the students to attend free. During the year of free attendance a very large class was present. I had somewhere about forty or fifty during the greater part of the session. The next session I thought it was wrong, in principle, to give instruction without any sort of recognition, and so I proposed to teach for a limited time every week on condition that twenty students attended, but the twenty did not attend and the students have lost the advantages of the hospital ever since. That is, however, a mere secondary matter to the position in which I stand to the Royal University and this school. It is not possible that the hospital with which I am connected can ever be amalgamated for teaching purposes for a fee whilst I am the surgeon. I wish to have that clearly understood.

1483. Do you think that the material for clinical teaching, speaking generally, is sufficient in the Royal Hospital apart from your own special department?—I consider it quite insufficient.

1484. Apart from your department?—I am not speaking of my department, I am speaking of it generally.

1485. In what respects is it insufficient?—There is not a sufficient number and variety of cases to illustrate the various types of disease. I may say it is going back now a considerable time, but during the time I was a student there I found it totally impossible to obtain information in some departments; of course an attempt has been made to remedy it to some extent. There was no possibility of obtaining any instruction in diseases of women. I was obliged to go to the Rotunda Hospital, Dublin, to study there. As regards infantile diseases, there is no possibility of receiving instruction at present, and no possibility of receiving instruction in the ordinary infectious diseases of children. So you see the defects that existed in my time in clinical instruction, and I do not know that any material advance has been made. When a student here, in my fourth year, I was instrumental in getting a memorial prepared to the President and Council of the College. It was signed by all the students, I believe, in the College, requesting that the President and Council should take steps to secure the opening of the Union Hospital for the benefit of the students. The petition was received.

1486. CHAIRMAN.—You are rather travelling outside the question as to what was done. I would rather you would confine yourself to evidence of what you consider the defects of the present system!—I would rather speak to that point, because it was stated the union hospital was not available.

1487. CHAIRMAN.—We have nothing to do with the union hospital; state the defects of the present system?—Yes

1488. Dr. MARSTON.—State the defects and your remedy for them?—The question was asked yesterday by the Surgeon-General. The defects are these—The students have not an opportunity of studying infantile diseases; they have not a sufficient variety of cases.

1489. Of what kind do you mean?—A great many of the ordinary cases that practitioners meet with are not to be found in the Royal Hospital. The only place they can be found is in the union hospital.

1490. Is not that the case in all hospitals—that there is a tendency for the rarer forms to congregate in hospitals, and that the types of disease one ordinarily meets with in practice do not go to hospitals?—I understand the inquiry is as to the sufficient means of education, and I wish to point out that, considering the number of students who attend the hospital, there is not a sufficient number of cases to instruct them. That is to the point. I wish also to point out that the union hospital, which has been referred to, is not open to the students, although it might have been opened. That is a point I wish particularly to refer to—that the union hospital may be opened at any time, and teaching given in the departments in which the Royal Hospital is not competent to give sufficient instruction.

1491. With regard to the ophthalmic part of it, what do you say?—I know nothing about the ophthalmic part of it. I have not been in the hospital for some time. But you asked questions about the hospitals, and whether there were facilities of communication between them and the College. The union hospital is at a convenient distance.

1492. CHAIRMAN.—We would be happy to have your views as to the convenience of the different hospitals, but we have not entered into the inquiry as to the propriety of opening the union hospital. If you disagree with the last witness, and think the hospitals are inconveniently situated, we will take your views?—Most of the hospitals referred to as being on the line are not recognised by any university.

1493. Is the situation of the Royal Hospital inconveniently far away from the College?—It is an advantage to the student, after being in the wards of the hospital in the morning for a couple of hours, to have a walk.

1494. Dr. MARSTON.—They have not sufficient opportunity of learning the diseases of women and children in the general hospital; but with regard to the remaining cases in the hospital, have they had a sufficient variety to illustrate the ordinary forms of disease, and can you speak in reference to that from any recent observation of your own within a year or two?—I do not think you are likely to have any evidence with respect to that from me as recently as within a year. I have not been through the wards for some time. With respect to the relation of the students to the patients and to the hospital, I have touched upon that. I do not consider it possible to give sufficient instruction to twenty or thirty students round a medical case. If you take an

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BELFAST. June 5, 1884.

William A. M'Keown, esq., M.D., Q.U.I.

external disease, a surgical affection which you can see, you can instruct an unlimited number; but in obscure cases of chest or lung affections, the student must listen for himself, and listen carefully, for a long time. I do not think it is possible for a physician to give that ample instruction necessary for thirty or forty students, and I consider it necessary, for that reason, to have a much larger field for a medical school like Belfast. If Belfast is to take its place as a first-rate medical school, you must give the students facilities for seeing a large number of cases, and examining the patients for themselves.

1495. The hospital accommodation has to be increased?—Decidedly, if Belfast is to hold the senior students

1496. The hospitals have been built by voluntary subscription. Do you think the Government would build an hospital?—The Government was anxious the Union hospital should be utilized for students.

1497. CHAIRMAN.—The Government will answer for itself?—I can tell you what I know.

1498. We have nothing to do with the utilization of the Union hospital?—I have an opinion about it.

1499. We decline to hear any opinion as to the opening of the Union hospitol from you?—Your commission is to inquire.

1500. Excuse me. We are not to be dictated to as to what are the terms of our Commission?—I do not mean to say one word in that respect.

1501. We will be most happy to receive your evidence as to what, in your opinion, are the defects in the existing appliances, as long as you confine yourself to that, but otherwise I must stop you?—If the same questions had been put to me as to the other witnesses I would answer you quite straight; but if you ask me to give a general description of things you must give me some latitude.

1502. Dr. MARSTON.—I will put the questions. Do you think there is a sufficient variety of material in the hospital for good clinical teaching?—I do not, for such a large number of students.

1503. In what respect is it deficient?—It is deficient in not having a sufficient number of cases to illustrate the great variety of disease met with in medical practice.

1504. Have you had an opportunity of comparing the material here with that elsewhere?—I have.

1505. What has been the result of that comparison?—The result of that, in my mind, is that you would require to have the material very largely supplemented to bring it at all up to some of the large hospitols I visited. Take, for instance, the Richmond Hospital, Dublin. I do not think you can possibly compare the Belfast Hospital with that in point of material for instructing a large class; or suppose you take the Rotunda Hospital in Dublin, with its immense facilities for instruction in the special branch of midwifery, you cannot compare an hospital with a few beds to that great institution with 80 or 100 beds.

1506. Does it compare favourably or unfavourably with any provincial hospital, if you happen to have seen any?—I cannot say much of provincial schools except this one. I never visited provincial schools.

1507. Do you think that the hospital accommodation is not what it should be for a population of this extent, and that if this place wishes to hold its own as a great centre of education its hospital accommodation and opportunities should be enlarged?—Certainly.

1508. And then it will come up to teaching purposes?—And the only way in which it will take anything like a first rate place. You must compete with Dublin if you wish to hold the senior students, and the only way you can do that is to have a large hospital with every variety of disease, such as we have within five minutes' walk of this College, and which can be had.

1509. Do you think if a man remained in this place for two out of his four years he would be taught theoretically his profession very well, but that it would be a very great benefit if one or two of the four years were spent at a larger hospital, where there was a greater amount and variety of disease?—As regards the theoretical work, I do not believe it is possible to find any school in which the theoretical part of the profession is taught more perfectly than at this College. I believe it to be most perfect, and there is no doubt that the fame of the professor of anatomy has largely contributed to advance this school. As to the desirability of students going away at the latter part of their course, I think, as a rule, it is desirable that students should see, some time or other, the practice of different practitioners, there is such a great variety of opinion and ability; but I certainly would prefer that this place should afford such facilities as would not only keep our students here but attract others.

1510. Do you think the capabilities of Belfast have not been developed?—I think not

1511. But with regard to the surgical cases in the Royal Infirmary, you think the material is good?—Certainly.

1512. Do you think that the multiplication of hospitols into specialties, and the provision for some diseases at some distances apart from the others, militate against a good practical education here?—I do not. I think it is highly desirable that students occupied from nine in the morning to six in the evening should walk a little, and the distance between a number of the hospitals is not further than from one department in St. Thomas's Hospital, London, to another.

1513. How do you think they could best be utilized by the students here?—In my opinion all the hospitals in Belfast should be utilized. There is no necessity for any amalgamation for financial purposes, but they should be all utilized with a view of teaching the students, and the students, particularly in their fourth year, should have the privilege of visiting every hospitol. The students, as far as I have seen, are a very shrewd lot, and if the hospitals were open what they would do would be this: they would go to the Royal in the morning, to the one either which I am connected, or that with which Dr. Browne is connected, and then they could visit the childreu's hospital. That is a common thing with gentlemen in the third and fourth year. When in Dublin I visited three or four every day, and when in Paris I visited hospitals, one after the other, up to three o'clock in the day.

1514. What opportunity have men for learning midwifery practically here?—I think very good opportunities.

1515. Can you speak of that of your own personal knowledge?—No, because I did not learn here, but I hear a great deal that goes on in town in connexion with medical matters.

1516. And you hear on all sides that it is good?—I think so.

1517. You are quite satisfied in that respect?—Yes, but that department would be very much better taught in the Union. I wish to add that that department would be perfectly taught in the Union.

1518. Now they teach it outside?—Yes.

1519. But there is no difficulty in getting a sufficient number for students?—I should say not.

1520. CHAIRMAN.—Is there anything else you would wish to add?—There is only one other remark I wish to make, and that is as regards the fees.

1521. CHAIRMAN.—That is very important. Proceed please?—I think a good deal too much has been said about the poverty of the North. I really do not believe it. No doubt a considerable number of the students are needy, but I think a very large proportion of them are in very comfortable circumstances. I do not think the question of fees has been at all dealt with properly. Students who did not go to the Queen's University, for instance, had no objection to go to Edinburgh and Glasgow, and pay, I think, £25 for diplomas, when they could have got infinitely better qualifications in Dublin for £5, so that it is not simply

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a question of money. Besides, the students get the credit of making brilliant examinations from the practical education received here. I quite admit that students of the North really do turn out splendidly at examinations. They work very hard, and if there is information to be found anywhere they are sure to find it, they supplement the information they receive at the Royal Hospital by assisting doctors in the country, or going to Dublin on a tour of inspection of the hospitals.

1522. CHAIRMAN.—Do you consider the fees charged in the College too high, or reasonable?—I think the fees extremely reasonable.

1523. You would have no fault to find with them?—Certainly not.

1524. Professor JACK.—Is there any Government grant or payment of any kind to the hospitals here?—No.

1525. Is there in Dublin, in the case of the hospitals you have compared with it?—I believe so.

1526. Is that a large grant or a small one?—I cannot now say.

1527. CHAIRMAN.—Is there anything else you would wish to mention?—I think you might hear what I have got to say about the development of the hospitals in Belfast, after the examination yesterday, and especially why the Union hospital was not opened.

1528. We cannot go into questions outside the scope of our inquiry?—Very well.

BELFAST. *June 6, 1884.*

William A. M'Keown, esq., M.D., Q.U.I.

J. W. SMITH, esq., M.D., L.R.C.S.I., examined.

J. W. Smith, esq., M.D., L.R.C.S.I.

1529. Dr. MARSTON.—You are physician to the Royal Hospital?—Yes, I have been physician to the Royal Hospital for nineteen years.

1530. Give us your opinion as to the amount and character of the material there, and its variety and fitness for clinical purposes, and for turning out good practitioners?—I think the opportunities are very fair—very good contrasted with other hospitals that I have seen. As to the opportunities afforded to the students, if I could refer to the drawbacks that affect us, the greatest is the absence of facility in getting *post-mortem* examinations, and that is not confined to this town alone.

1531. We may take it that in the nature of the cases in the hospital, in point of their variety, and so on, the hospital has all that is required for teaching purposes?—Up till comparatively lately there was no department for diseases of the eye or diseases of women. These have been lately established, and are, to some extent, yet in their infancy. As regards general medicine and surgery, the advantages afforded are quite sufficient to turn out competent and good practitioners if students avail themselves of them.

1532. You have had an opportunity of contrasting hospitals in this respect elsewhere. Tell us the other places, and with what result. You need not mention all the different hospitals?—I have seen hospitals in London and Dublin. Of course this is a provincial hospital, and is not as large as a metropolitan hospital would be; but I think there are abundant opportunities here for a man learning his profession, and, I may also add, learning it well. I have no connexion with the College whatever, but I have a good deal of consulting practice, and I have therefore opportunities of meeting in the country and hereabouts practitioners who have been educated here and elsewhere, and I feel bound to say that the men educated in Belfast I have found at least quite equal to men educated in other places in their intelligence and capacity as medical practitioners. I emphatically assert that.

1533. How do you teach clinically?—At the bedside.

1534. Take the case of a dozen students, and suppose there is a case of pulmonary or heart disease, how do you proceed?—Before I offer any opinion I very frequently ask two or three of the students to examine the case for themselves, and to give their opinion on the nature of the disease.

1535. And at another bed you would take two or three other students not necessarily the same?—Yes.

1536. In that way you would put a large body of students to the diagnosis of disease?—Some students are not willing to examine a case. They are a little backward, and it is only a small proportion of them who care to examine.

1537. But still you encourage them to do so?—As far as possible.

1538. Do you think that a number of students, say twelve, twenty, or thirty, would, if the exploration of such cases were extended over a week or a fortnight, all have an opportunity of examining the same case?—Certainly.

1539. Therefore in practical teaching here there would only be a difficulty common to this and other places?—Yes.

1540. What means have you of teaching them with regard to prescribing and the dietary proper in disease?—The patient's class of diet is placed on his card at the head of his bed.

1541. Is there any special instruction, for instance, as regards typhoid fever. It is not a good thing to overload a patient with all sorts of food, and certain restrictions are necessary?—Certainly, that is referred to at the bedside, and in the clinical lectures generally.

1542. Do you ask them to prescribe?—Yes, I ask them to prescribe for the cases.

1543. Have they all the usual appliances, the microscope, test tubes, thermometers and so on, and do they use them?—Yes. The microscope is perhaps less frequently used, because it is a subject that men generally study elsewhere at a special class.

1544. Do you have a large number attending your class?—Yes.

1545. Is the regularity of attendance on the part of the physicians as good as it is on the part of the students, that is to say, are those physicians who have a good deal of private practice very regular in their attendance?—Not very irregular, because I think as a matter of fact the physicians and surgeons are most unwilling to disappoint the students. Occasionally they cannot prevent doing so, but they are very unwilling if they can to put off their business to another morning or later on, and in that respect they are as attentive as the staff of any other hospital.

1546. What means have they of learning diseases of women and children in Belfast, as compared with other places?—There are special hospitals, but we have no wards for diseases of children in connexion with this hospital. The only late wards established are for diseases of the eye, and diseases of women.

1547. Is it not a very common thing in hospitals elsewhere to have special wards for diseases of children?—They have in very large hospitals.

1548. At some places they have special departments and at others not?—Yes. That I know of my own knowledge.

1549. Well accredited hospitals?—Yes. I should also make this remark, that I would not consider it a great advantage to the students to be visiting five or six places in one day. I think it would rather hinder his progress than forward it.

1550. What do you want in order to make the hospital a first rate teaching place. In a few words, if you had the money necessary what would you do?—Build another hospital, have it newer, sufficient for a large number of patients; though still I think, as I have already expressed, there is a sufficient number of cases available for examination, and to enable the student to see the great majority of diseases in their course and how they are treated. There are many cases that never flow into an hospital at all.

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BELFAST. *June 5, 1884.*

J. W. Smith, esq., M.D., L.R.C.S I.

1551. He must learn these in practice when he becomes a practitioner?—Clearly.

1552. And they are almost invariably so learned?—Most so, in my experience.

1553 Is that peculiar to this place?—Certainly not. It is everywhere. The cases admitted are more or less urgent.

1554. Would you think the want of sufficient opportunity of teaching morbid anatomy a great evil?—It is the greatest

1555. Do you know anything with regard to the fees and expenses of medical education here taken as a whole and elsewhere?—Briefly the fees are lower here than elsewhere. There is not a cheaper hospital anywhere

1556. What do you say with regard to the College fees?—I do not know what they are in other places but there are no Colleges with lower fees than this.

1557 Do you think the medical education obtained here is exceedingly good at the price?—I do.

1558. Have you anything to add?—Nothing.

1559. Professor JACK.—A witness stated yesterday that cases which were sent to the Royal Hospital were frequently sent in entirely on private grounds. I would like to know whether the physicians and surgeons of the Royal Hospital have the power of selecting their cases with reference to their advantages for teaching?—Yes, to a certain extent.

1560. Could you describe how the system works?—The hospital being supported by voluntary contributions and subscriptions, patrons and life-governors like to exercise the privilege of getting the patient admitted, whose case, perhaps, I should not admit as a physician, having regard to the urgency of it. But we are obliged, occasionally, to yield so far to those who are supporters of the hospital.

1561. Would that remark apply to a large percentage of your cases?—No.

1562. What percentage would you say were such as you would yourself admit for the purpose of teaching?—I should say four-fifths.

Henry O'Neill, esq., M.D.

HENRY O'NEILL, esq., M.D., examined.

1563. Dr. MARSTON.—You are surgeon to the Royal Hospital?—Yes.

1564. How long have you been on the staff of the hospital?—Six years and a half.

1565. Tell me what is the daily average number of patients in the hospital?—135 6.

1566. What time is that from?—The year 1883.

1567. How many of those patients were capable of being utilized for purposes of clinical instruction?—135·6.

1568. Is the hospital divided into two divisions, medical and surgical?—It is divided into five divisions.

1569. Name them?—Medical, surgical, ophthalmic, gynæcological, infectious and pathological.

1570. How many students had you attending clinical instruction last week?—224.

1571. They did not all attend at once?—Well, they had the opportunity of doing so. I don't know.

1572. How many surgeons have you on the hospital staff?—Four.

1573. Do you visit on different days?—Yes.

1574. Some students go round with some and some with others?—Precisely.

1575. Tell us how you give clinical instruction to the students. Suppose a man comes in with an accident what do you do about him?—I visited this morning, for instance, at nine o'clock. I met ten out of twelve of my students. Twelve is my number for clinical instruction. I met them in my ward and we had a case of fracture of the femur. Two of their number had charge of this case under me. One noted down and the other told him what to write down. All the facts of this case they recorded accurately (hands in the record), and we are able to explain now as you saw, the nature of the accident, how it occurred; and you saw how they treated it yourself.

1576. Do they put fractures up in the presence of the other students?—In the presence of me and the other students, and any strangers like you who happen to be there.

1577. Do you make any comments?—They make it so plain that they do not need any comments.

1578. You had an opportunity of studying in other hospitals?—Yes, in Paris, at the St. Louis, la Charité, and Bichat. I was in St. Thomas', London, during the past fortnight Two years ago I was in the Royal Infirmary, Edinburgh. I was in the Western and Royal Infirmary, Glasgow. Two years before I I was in the Richmond Hospital, Dublin, Mater Misericordiæ, Mercer's, and the City of Dublin hospitals, in Dublin. I also examined the Leicester Hospital, one of the best in England. To sum up, most of the hospitals have more money than we have, some of them have a greater number of patients, many of them have more students; but to sum up all, I consider that the essentials of an hospital, that is, a limited number of patients, good surgeons and physicians, intelligent, painstaking, and quick-witted students, could not be equalled anywhere with Belfast

1579. I am not asking you as to the quality of the teaching machinery nor as to the quality of the students' intellect. I am speaking entirely as to the material. Is the material you have of that description and quantity to illustrate what you want to teach?—It is of the right description, and I find it a great deal too much. Less would be more useful for the students and for me.

1580. In fact you are quite satisfied in that respect?—In fact, more than satisfied.

1581. How many men have you attending your lectures?—Twelve.

1582. There are many more hospitals in Belfast?—Yes.

1583. Are they open to students or are they not?—There are four other hospitals besides the Royal open to students—that is seven altogether—the Royal Hospital, the Skin Hospital, Dr. M'Keown's Eye, Ear, and Throat Hospital, Dr. Browne's Ophthalmic Hospital, two children's hospitals, and the Lying-in Hospital.

1584. Do you know of your own knowledge with regard to the teaching of midwifery, are there quite sufficient opportunities?—Ample, and more than sufficient.

1585. Do you belong yourself to more than one hospital?—No, only one.

1586. The other surgeons, too, give clinical instruction like yourself?—Yes.

1587. Do you make your students put up fractures, use splints, and so on, and do you see they do so with their own hands?—Yes.

1588. Do you call on them to write prescriptions?—Yes, when a prescription is necessary for a patient they write it.

1589. Are they taught pharmacy?—Yes

1590. Do you think they are sent out with regard to all the minor operations of surgery, dressing, and so on, well fitted for the practice of their profession?—In a few words, sir, they are equalled by few, and excelled by none.

1591. Are the fees reasonable?—Very reasonable.

1592. Have you an opportunity of teaching them antiseptic surgery?—They do it every day.

1593. You have all the appliances?—Yes, and they use them.

1594. Have you much infectious disease?—Very little. We try to avoid that.

1595. Do you think the hospital sufficient?—Perfectly.

1596. Sufficient for the wants of the pupils?—

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We have sufficient material for the purposes of good clinical teaching.

1597. Are there any hospitals in Belfast not open to students?—Yes, the Union hospital and the Samaritan Hospital for diseases of women, presided over by that eminent physician, Dr. M'Mordie.

1598. Is there any connexion between the clinical teachers of the hospitals and the College?—Professor Cumming is professor of medicine in the College, and physician to the hospital.

1599. How many days are set apart for clinical lectures?—Six: four for the surgeons and physicians, and two extra days for the special departments.

1600. Have you as many students attending in summer as in winter?—No; in summer we have only 100.

1601. What opportunities have you for teaching ophthalmic surgery?—We have a special surgeon, who has been trained at Vienna.

1602. You have developed that department?—337 were treated from the 1st January to the 31st August last year; and the patients altogether were 3,700 in a short time.

1603. They have not done very many operations?—They have, a great many.

1604. Can you tell us something about the opportunities existing for the study of diseases of women and children?—I can, indeed. From the 1st January until the 31st August there were 103 extern patients and 33 intern patients

1605. CHAIRMAN.—Have we not got all these materials in the report?—Not these. This is the most recent and accurate report I have. I heard statements made to-day that were not, to my mind, true. They were misleading. I read in the papers this morning statements that were untrue. There are questions you have not asked me that I consider are of vital importance.

1606. Dr. MARSTON.—Do you think the appliances for teaching and the material quite sufficient for teaching?—You mentioned pathology. I am an humble pathologist, and was grieved over the statement made that it was not taught.

1607. Do not mind the statement?—We are only mortal. From the 19th February to the present we had five *post-mortem* examinations publicly in that place under me as pathologist, assisted by sixteen gentlemen as my pupils, and in the presence of all the students, if they liked. The roll is taken. They receive a recognised certificate, signed by me, and countersigned by the secretary of the medical and surgical staff, Dr. Whitla. The roll was called on each occasion, and none get a mark except those who give in a piece of paper to me or my assistant.

1608. You have a good class attending you?—Only twelve, three times a year.

1609. Are you particular that you do not give them certificates unless they fulfil all the requirements?—In fact I would not give it to my brother if he did not deserve it. I am afraid you are not getting all the facts, and you are for recognising facts. You have not asked me yet about the extern department.

1610. CHAIRMAN.—We have, with great respect. It is in this report. If you can give any supplemental evidence we will be happy to take it. But I would ask you not to give us over again the matters stated in this report. We shall be very thankful if you add to the report and bring it down to the present time?—Will you take it if I write it out to-night?

1611. With great pleasure?—I will give you all the points

1612. This brings it down to a particular day?—I only want just to let you know what has been done, of good noble work done in our hospital, that has not been told you, in justice to our hospital, our town, and college.

JOSEPH NELSON, M.D., Q.U.I., F.R.C.S.I., examined.

1613. Dr. MARSTON.—You have charge of the ophthalmic department of the hospital?—Yes.

1614. Tell us how many beds you have?—There are two wards, a male and a female. In the male ward there are only three beds, and in the female ward only two

1615. How many ophthalmic patients have you attending the hospital?—Between twenty and thirty daily.

1616. Do they illustrate pretty well the ordinary forms of disease which are met with?—Admirably.

1617. How many students attend?—Between twenty and thirty daily.

1618. Are you able to demonstrate the different forms of eye disease to them?—Yes.

1619. Do you have many operations?—Not many, only the necessary operations.

1620. Have you facilities for using the ophthalmiscope, and do you do so?—I do.

1621. The students are pretty well taught in that respect?—The present men are not. I have no opportunity of demonstrating to them fully. I have not yet given them any course.

1622. Is this department in its infancy?—Yes. That is all I wish to bring out. The report is only for the first eight months. Since August last it has fully doubled itself.

1623. How many cataract operations have there been since you began?—I have not had one. I have them in abeyance. I have not operated in hospital yet, purposely.

1624. You have had a good deal of experience in eye diseases?—I have.

1625. Did you study abroad?—For two years in Vienna.

1626. Do you practically follow their method?—Quite so. I practice altogether the Vienna style of operations and demonstrations.

1627. Do you think that there is not a satisfactory amount of ophthalmic material for teaching now, but that in a short time there will be?—There is a very satisfactory amount in the extern department, which is the most important of all departments in connexion with the eye. We meet with more extern than intern diseases, and they are more necessary for medical men to be familiar with. As regards the extern we have lots of material, but are too limited for room, and therefore there are not facilities, or cannot be at any rate, unless means are provided.

1628. Have you an opportunity of showing your students all the ordinary forms of eye disease met with in ordinary practice?—Every sort.

1629. Have you anything more to add?—Nothing whatever.

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BELFAST
June 6, 1884.

John Fagan, esq., F.R.C.S.I.

JOHN FAGAN, Esq., F.R.C.S.I., examined.

1630. Dr MARSTON.—You were operating at the Royal Hospital this morning?—Yes.

1631. Perhaps you can throw some light on the hospital practice here as far as surgical material is concerned?—There is one feature to which I wish to draw attention, and that is the opportunities students have of seeing surgical operations. I have had experience in the large capitals of Europe, and have rarely seen a greater number of operations done before the student than in Belfast Royal Hospital. I have performed three or four operations on one morning before a class. Excision of the tongue, by scissors, was performed in the Belfast Royal Hospital for the first time in Ireland. There are others of the most serious character, such as radical cure for hernia and gastrostomy, which have been performed by myself and colleagues. They have been rarely done in this country. Then for ordinary operations the students have opportunities in the extern department of seeing what they meet with in general practice. They have a large field, one of the largest in connexion with any hospital in this country. As many as 30,000 patients pass through the extern department yearly. There is a large class of junior students who commence their hospital training in the extern department, and they gain a round of practical experience there they could not get in any place out side Belfast.

1632. That is the result of your experience as compared with other places?—Quite so.

1633. What is the number of operations annually?—Without referring to the report I cannot say. When on duty I average six or eight in the week.

1634. Do you think the men are well taught in the ordinary surgical operations?—Considering the large class that attend, I believe so.

Edmond A. Letts, esq., PH.D., F.R.S.E., F.C.S.

Professor EDMUND A. LETTS, B.SC., PH.D., F.R.S.E., F.C.S., examined.

1635. Dr. MARSTON.—You are professor of chemistry?—Yes.

1636. How long have you been professor?—Since 1879.

1637. Have you all the necessary appliances for the purpose of teaching?—Yes, so far as apparatus is concerned.

1638. What is the number of your class?—Thirty students at the present time—it is the summer class in chemistry. In the winter there are four or five times that number.

1639. Have you sufficient accommodation for theoretical and practical teaching?—It is a great grievance to me and to the college that the accommodation is altogether insufficient. Such limited accommodation is without parallel in any institution like our College in the three kingdoms.

The CHAIRMAN.—We have nothing to do with that.

1640. Dr. MARSTON.—What do you think is the standard attained by the students under your care—matriculated and non-matriculated—in practical chemistry?—The standard is excessively high. I have had experience of students in Germany and Scotland. I was three years in Edinburgh. I was in London and in Bristol, where I was professor of chemistry, and I have never seen such good workers and brilliant students as what I may call the Ulster Scotch.

1641. All you require is sufficient accommodation?—We are cramped, so that teaching is almost impossible. The question of accommodation is surely one which affects the standard attained by my students—and for that reason I am often astonished at the patience and good humour of my students when working under such great disadvantages.

1642. What do you require?—More room.

1643. Is that all you want?—Yes.

1644. Rev. Dr. MOLLOY.—We all felt you were cramped for room?—Yes.

1645. The CHAIRMAN.—Chemistry is one of the subjects of the medical scholarships?—Yes.

1646. You examine in chemistry for the medical scholarships?—Yes.

1647. What system of marking do you adopt?—The college system.

1648. That is taking for your own information an arbitrary standard, and as soon as you have regulated the places of the different students you have examined the head man is raised to this arbitrary number, twelve?—Yes; unless the answering is very bad.

1649. What standard have you fixed in your own mind as the standard of perfection?—I do not think I have fixed any hard-and-fast rule. I think a scholar ought to get fifty per cent. It would be rather affected by circumstances. Abundant evidence has been given to show that men have been very weak in two or three subjects, and very good in one.

1650. You think a student would not be entitled to a scholarship in your subject unless he got fifty per cent.?—I think not.

1651. Did you ever give it to a student who had not fifty per cent.?—I could not speak from memory, and have not a record of the marks. I do not think it likely—the students are so good.

1652. You never had any difficulty?—Not in the slightest.

1653. Rev. Dr. MOLLOY.—Would you allow if a student fell a little below what you would require in your own department that he might compensate for the deficiency by unusual excellence in another subject?—Decidedly, especially in the case of a medical scholarship.

1654. Do you think he ought to get fifty per cent. on the aggregate total?—I could not pronounce an opinion upon that.

1655. Professor JACK.—With regard to the deficiency in accommodation is there any provision made in the charter of the college as to the Government being supposed to be responsible for the accommodation?—It is not in the charter, I believe, but in the Act of Parliament.

1656. In the Act of Parliament the legislature declares the Government to be responsible for the accommodation?—Decidedly, there is very little question of it. They undertook to provide accommodation, and they have not provided it.

1657. Has there been any attempt to provide it through the liberality of the public?—No, but some of the principal men of the town have done their best, by attending deputations to the Castle, and mentioning the matter, whenever they had an opportunity of doing so, to the Government, to get us the accommodation. There was a deputation a year or two ago of some of the chief men of the town, who went to the Castle and had an interview with the Chief Secretary, and the went was acknowledged, and has been subsequently acknowledged.

1658. Have you any provision for assistants in the college?—None whatsoever. I think that is without parallel in any institution of the kind.

1659. That is to say the entire expense and burden of assistants is thrown upon the Professor of Chemistry?—If he keeps an assistant. My classes have fallen off so much that I can no longer afford one, though I used to pay one. My classes have fallen off from 140 two years ago to 53 now.

1660. Have you had a practical assistant?—I have no assistant whatever. I have to do the whole work myself.

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1661. The CHAIRMAN.—Is there not a senior scholarship for the subject of chemistry alone?—There is.

1662. Would not that senior scholar be bound to assist you?—I cannot conceive how anyone could imagine that a senior scholar would be of the slightest assistance to a professor.

1663. Then he does not assist you?—I have not asked him at all. Especially in a subject like chemistry, a man cannot get sufficient information to enable him to teach students by the time he gets a scholarship. In my opinion the difficulty is to teach the juniors, not the seniors, and that the knowledge required to teach the former should be of the highest possible kind.

1664. You think the condition attached to the holding of a senior scholarship in chemistry that he should assist the professor is a useless condition?—It is.

1665. It is only a nominal condition?—Quite nominal.

1666. Have you anything else to add?—Might I say a word about the effect of the Royal University upon the students—that is to what extent they take advantage of it? That comes within the scope of the inquiry.

1667. Certainly?—May I say anything about the causes which would affect their attendance—that is to say, the causes which would induce them to attend more largely the Royal University?

1668. Say what you think you ought to say, and I will stop you when you are going outside the scope of the inquiry?—I think several medical students have been deterred from going up to the Royal University examinations on account of—I must use a strong word—the unfairness of the papers. I had to point out to the Secretaries of the Royal University——

1669. That is a matter with which we have nothing to do. It is really a matter for the Senate of the Royal University?—It affects the attendance of our students when you find an examiner asking questions altogether outside the scope of his examination, and I respectfully submit it comes under this head of the inquiry: "With what results" they attend. I only wish to show generally that the results in certain cases have been disastrous from the unfairness of some of the examinations in chemistry. Grave complaints were made to me by the students concerning this matter.

1670. What you call unfairness is that the questions set were outside the subject-matters of the professional examinations?—Something like half in one paper. I believe the examiner was subsequently admonished.

1671. Dr. MARSTON.—The questions were outside the scope of the programme?—Yes.

1672. The CHAIRMAN.—I think it is quite a legitimate observation. Anything else?—Only I think our scholarships of great value to the college, and but for these scholarships a great many of our best men would not be attending the college, and if they were removed to Dublin I question whether some of the ablest men would undertake the expense of going up to Dublin on the mere chance of getting a scholarship. That is a point I do not think has been brought out, whether a man would risk the expense of a journey to Dublin on the chance of getting a scholarship.

1673. Professor JACK.—Evidence was given by another professor that a considerable number of students at the present moment do not present themselves for honours at the Royal University in consequence of the expense of travelling to Dublin. Have you any evidence or impression to give on that point?—I have a very decided impression. I give it as my opinion that a certain number of cases have occurred—indeed it is notorious.

1674. I gather that in the case of all examinations, excepting the matriculation and the first University examination, a student is required to present himself in Dublin?—I believe so.

Professor ROBERT O. CUNNINGHAM, M.D., F.L.S., examined.

1675. Dr. MARSTON.—You are the Professor of Zoology, Geology, and Botany?—Yes.

1676. Are you satisfied with your appliances for teaching these subjects?—By no means. I am very much cramped for room as regards the museum. I petitioned for years to get a grant for a gallery. I suffer very much for the want of a trained assistant.

1677. How many students have you attending your lectures?—The number is now much smaller than it was two years ago. For some years back I had an average number of nearly a hundred. This year I have only about fifty.

1678. Have you sufficient appliances for teaching—have you all you require?—Not in all respects, because my museum fund will not go so far as I could wish. It has to cover everything, and I have a good deal to do to make a selection.

1679. You have a botanical garden?—A small botanical garden, and hothouse plants I get from the neighbourhood.

1680. Does it afford all the requisites for practical botany?—Quite.

1681. Are you satisfied with the teaching and standard of education in all respects over which you exercise control?—The question appears to be, am I satisfied with my own teaching.

1682. Are you satisfied with the standard here—the education pursued here, the means at your disposal, the progress made, and the general fulfilment by this institution of all the purposes for which it was established?—Comparing the course of instruction which I give here with that given elsewhere—I am well acquainted with Edinburgh—the course of instruction is quite as full.

1683. Is the progress made by the students good also?—Very satisfactory indeed.

1684. You are quite satisfied with it?—I am perfectly satisfied.

1685. The CHAIRMAN.—There is a senior scholarship established for natural history?—Yes.

1686. That is to say, one every year?—Yes.

1687. Is there a large competition for it?—No; not very great, because, generally speaking, men get to know who is the likely man. One stands a good deal above the rest usually.

1688. Last year how many candidates were there?—One candidate, but then he was most distinctly a good man. The man who takes the scholarship is generally the B.A. of the year before.

1689. And the men are afraid of him?—Yes.

1690. You complain of the want of an assistant?—Yes.

1691. Your senior scholar is bound by the terms of his scholarship to afford assistance to his professor?—Yes, if the professor calls upon him.

1692. Has the professor ever called upon him to fulfil the conditions of his scholarship?—I stated that a trained assistant is what I want—a man who would stay with me for several years.

1693. Have you ever endeavoured to get the senior scholar to give value for his money?—I have, on several occasions; but, generally speaking, I found it was better to do the work myself.

1694. In the curriculum for the engineering course geology is included?—I have a certain number of the engineering students in the class of geology.

1695. There are not very many students in the engineering school?—No.

1696. Does it ever reach a higher average than we find it on looking over the reports for the last two or three years?—My class of geology is partly attended by the engineering students and partly by

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BELFAST. June 5, 1884.

Robert O. Cunningham, esq., M.D., F.L.S.

the gentlemen going up for a degree in arts. I do not think I have ever had more than six or seven engineers.

1697. Ten or eleven seems to be the average of engineering students?—Yes; they attend my class in the second year, and some drop off towards the end.

1698. So that the ten or eleven dwindle down in the second year to five or six?—Yes.

1699. Then the engineering class is not largely attended?—No; the engineering school has been always small.

1700. Professor JACK.—With regard to the museum fund, is there any definite sum you can rely on?—There is; the allowance is about £60 annually. That sum is not merely for the museum alone, but I would require to pay for the preparation of diagrams for my class and every instrument.

1701. Is that sum allocated at the discretion of the Council?—I think at the discretion of the Council, but it has been the same for a great number of years.

1702. Is there any sum distinctly assigned with regard to the botanic garden?—There is £30 for the botanic garden, including the supply of hothouse plants.

1703. And these sums are quite insufficient?—Quite.

1704. With what sum would you be able to manage?—It would be difficult to form an estimate. As regards the museum, I could spend a great deal of money on it with advantage.

1705. CHAIRMAN.—A museum is a thing you could sink any amount of money in?—Yes.

1706. Dr. STONEY.—The profession of engineering is one which affords occupation to a much smaller number of persons than such a profession as medicine?—Yes.

1707. On that account you would expect that the number of men in an engineering school would be smaller?—Certainly.

1708. Besides, is it the case that the profession of engineering is such that no student has any prospect of obtaining a livelihood by it unless he is more than a pass man?—Yes.

1709. On that account also the number of engineering students should be smaller, and it is a natural thing that they should be few and select?—Yes.

1710. CHAIRMAN.—I find in the receipts and expenditure for the year ending 31st of March, 1883, there was nothing expended in the engineering school, or no allusion to it?—That is a question I cannot answer.

1711. There were substantial sums expended on the chemical laboratory, and the physical cabinet, and the engineering school embraces, of course, the study of the subjects in relation to these, but as regards the engineering school proper there is no expenditure?—I believe not.

Professor JOSEPH DAVID EVERETT, M.A., D.C.L., F.R.S., examined.

Joseph David Everett, esq., M.A., D.C.L., F.R.S.

1712. CHAIRMAN.—You are a Fellow of the Royal Society?—Yes.

1713. And Professor of Natural Philosophy in this college?—Yes.

1714. And as such you have relations with the engineering school in the College?—Yes.

1715. All students of the engineering school are bound to attend your lectures?—They attend me each year of their course.

1716. The engineering school seems to be very small?—Yes, so are engineering schools everywhere. The school here is larger than in Glasgow when I was in Glasgow.

1717. In the expenditure of the year ending 31st March, 1883, there seems to have been no money whatever spent on the engineering school proper?—I heard the words "mechanical laboratory" read out.

1718. In "chemical laboratory, physical cabinet, engineering, and medical faculty," I find sums opposite to these but not opposite to engineering?—As regards books there is a particular fund—the M'Clane fund, given by a private person, and intended chiefly for the purchase of engineering books. That would partly account for it.

1719. There is an entry for engineering books, £3 14s. 9d.?—I do not think there is usually any outlay in the engineering department. The professor of engineering distinctly said he did not want anything.

1720. Rev. Dr. MOLLOY.—The engineering students attend your lectures on physics, and have the benefit of the outlay on the physical cabinet?—Yes.

1721. CHAIRMAN.—If there is any assistance you can give the Commission on any objects within the scope of the inquiry we shall be happy to receive it from you?—There is one point not referred to thus far, and I think it is pertinent, because I think the Commission was chiefly appointed in consequence of certain arguments which appeared in the public prints.

1722. So far as the reasons given we cannot deal with them. We can only deal with what we are directed to inquire into?—I would go into certain misunderstandings of what those charges contain which I would like to clear up.

1723. Dr. MARSTON.—Can you bring it under any of the heads of our inquiry?—I will bring it under the head of results.

1724. CHAIRMAN.—If you can we will be happy to hear you?—Well, first, as regards the M.A. It has been published that at the last examination of the Royal University we produced no man who succeeded in getting honours at the M.A. degree. That has been published against us in the newspapers, and has been sanctioned by the issuing of an official document from the Royal University list of honours attained, and under the head of M.A. was put the word "pass." Now that is misleading and it is false, the circumstances being these:—Under the Queen's University it was possible to obtain either a pass M.A. degree or an honour M.A. degree, and at the Royal University the conditions of examination for M.A. are quite as hard as they were under the Queen's. I am speaking especially of mathematical physics. But the Senate of the Royal University chose to ordain that no honours should be given with the degree of M.A. The candidates gave exceedingly good papers well worthy of honours, but were not allowed to get honours in consequence of that regulation which had been made.

1725. Therefore the failure to obtain the M.A. with honours was due to the rule made by the Royal University?—It was due to the rule that no honours could be obtained. There were men deserving of them.

1726. In what year was that?—Last October. Then again, as regards the number of students that go up from this college to matriculate and succeed in getting matriculation—I have seen statistics showing that other institutions furnish a great many more successful matriculists than we do. I have seen the most powerful attack on us in which, if you look into the figures, that is the main item, coming from a gentleman of high authority, and that item is beside the point. We do not send them for matriculation.

1727. The Commission cannot be made the vehicle of argumentation between a gentleman of your eminence and another gentleman of eminence. Confine yourself to the lines pointed out?—Then I will put it in this way, that I ask the Commission in judging of the results to bear in mind that we do not send up men for matriculation. We cannot prevent a man going up for matriculation. There may be some men that attend a class or two here and go up for matriculation. We suppose men to matriculate before they come to us. We do not train them for matriculation.

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1728. The fact of matriculation in the Royal University is a matter for which you do not consider yourself responsible?—Yes, and it is more important that the number of those men matriculating is greater than the number in any other examinations. Of course a greater number of men go up for matriculation from other institutions, and when you take the grand total it weighs most heavily, so that we are left behind.

1729. Is there anything special that you wish to say?—No. It rather looks against us in judging of the results we have achieved. The course of instruction here has been, to a large extent, revolutionized by the change in the University regulations. I, as one, have had to revolutionize my classes in the course of teaching to meet the change from the regulations of the Queen's University to those of the Royal University. In some it is arranged satisfactorily, in others it is not, and I cannot turn out as good results now as when I had time to get into the groove.

1730. Professor JACK.—Is there any fund for an assistant to you?—There is no fund for assistants to any chair in college.

1731. Have you any practical assistant. A professor of natural philosophy soon finds that there is a good deal of work to do?—I have a man whose rank is that of one of the college porters. I have trained him a good many years and he has a good deal of skill in the setting up of mechanical experiments—more than half the experiments I show. He has to attend at the lodge and look after other duties as well.

1732. That is the only assistance you receive?—Except that of the senior scholar. There is a senior scholar in natural philosophy and he gives me his services in teaching two or three hours a week, making the junior classes work examples in mechanics and hydrostatics.

1733. The regulations specify that he is required to assist the professors in the matriculation examination?—I was not concerned in the matriculation examination at all in this College until the establishment of the Royal University and since then we have had only half a dozen men matriculating, and it is not worth while calling him in.

1734. He is also required to assist in conducting this examination?—I could not make use of him.

1735. In conducting the business of your special department?—I make no use of him except what I have said.

1736. That is teaching the junior classes and giving them examples?—Yes, and the same man I have in the junior class I have in another class where I dwell on the theory of the subject and show experiments.

1737. With regard to the physical cabinet have you anything to remark?—There is a very good physical cabinet.

1738. Is there any fund?—There is a very sufficient fund, £60 or £80 for the last five or six years; before that it was £30. The drawback is the difficulty that when we want to buy expensive appliances, anything expensive, for instance a gas engine, I cannot do it. If I do not spend the money year by year it lapses.

1739. For instance if you wanted to buy apparatus costing £150, you would not have power to do it?—No.

1740. Is that sum set aside in the same way by the Council?—Yes.

1741. When one department wants £20 or £30 more of the fund it is deducted from some other that can spare it?—Yes.

1742. I notice that there is an observatory?—Yes.

1743. Is it used? Practically no.

1744. Are there any arrangements made by the college for the use of that observatory, or have they contemplated that a particular professor should be in charge of it?—When I came here it was practically in charge of Dr. Andrews, and since he left it has been in my charge and I have done nothing to it, except about once a year I have taken the students in to show them the instrument.

1745. You are sufficiently occupied with your own professorial duties?—The instruments have never been properly adjusted and set in order. It would be a long operation for me to set them in order.

1746. Rev. Dr. MOLLOY.—Do they give you an allowance for the current expenses of your department in addition to the allowance for the purchase of apparatus?—What is the distinction precisely?

1747. Current expenses, the wear and tear of apparatus, acids and other things consumed in actual use?—There is no distinction. That fund covers apparatus, repairs, and the consumption of materials. That sum is at my disposal and I can draw on it.

1748. What is the sum?—£60 or £80; it varies; it is usually about £70.

1749. You would not be sorry to have that larger?—No; but it would be a mistake to enlarge that without doing something else. What I chiefly want is an assistant who would be skilful enough in practical work to undertake the training of students in practical work. As long as I have no assistant it would not be judicious to spend more money on apparatus; but if I were allowed to accumulate it, to save one year and spend another, to enable me to get a gas engine, that is the thing I want now.

1750. Professor JACK.—Is there anything in the nature of a physical laboratory?—No; there is an apparatus-room at the back of the lecture-room, and a smaller room. I have the means of darkening over that.

1751. It would be essential if there was a physical laboratory that there should be an assistant?—Yes.

JOHN WYLIE, Esq., Bursar, Queen's College, Belfast, examined.

1752. CHAIRMAN.—You are the Bursar of the Queen's College, Belfast?—I am.

1753. I find on looking over the accounts that there is a substantial balance remaining after defraying the expenditure of each year?—Yes.

1754. That is true for the last five years?—Yes.

1755. What exactly becomes of a balance that is due at the end of the year after defraying all the current expenses?—The balance remains in the bank to the credit of the college, and any sum that remains in the bank, the Lord Lieutenant's consent must be obtained to spend for a special purpose, any other balance, as library deposits, must remain to the credit of the general account to pay the students, &c.

1756. What is the general account?—That means the general account in the bank. The endowment accounts are separate accounts.

1757. And the annual Parliamentary grants are kept separately?—The Parliamentary grants are all kept upon one account under the name of "Queen's College, Belfast." The College Fees, &c., Library Deposits, and Class Fees are kept on the same account.

1758. Is it out of the annual grant in aid of expenses of maintenance (that is £1,600) that the scholarships and prizes are paid?—No.

1759. Out of what fund are the scholarships and prizes paid?—The annual grant of £7,000 a-year.

1760. The grant charged on the Consolidated Fund?—Yes.

1761. Suppose at the end of the year there is a sum in hand in respect of other scholarships, or prizes not won, what becomes of that money?—That money remains in the bank to the credit of the general account of the colleges.

1762. Can that fund be dealt with by the college in any way it pleases?—Within the year it can be given in prizes—*i.e.*, the sum unexpended in the year can be given in prizes in the same year.

1763. Your academical year ends in June?—Yes; but not the financial year.

1764. When does the financial year end?—31st March

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BELFAST. June 6, 1884. John Wylie, esq.

1765. As a matter of fact, is the money which does remain over (sometimes large sums) expended in prizes?—Not entirely.

1766. Have you power to expend them in any other way for the College?—I believe not.

1767. Then the unexpended sums for prizes do not come within the money to be dealt with except by direction of the Lord Lieutenant?—For the expenditure of any sum unexpended in prizes within the financial year the permission of the Lord Lieutenant must be obtained.

1768. Has the permission of the Lord Lieutenant been applied for and obtained to the application of the grant to any other purposes than for prizes and exhibitions?—It has.

1769. May I take it to be the usual course that, if the money remains unexpended at the end of the financial year, the authority of the Lord Lieutenant is obtained to divert it into other channels?—It is, as a matter of fact, diverted into other channels. Since I came to the College the money so remaining has been expended under that grant.

1770. In each year?—The sum accumulated under that account since I came here has been spent in that way.

1771. In exhibitions, prizes, and scholarships?—No, but what remained after the prizes and scholarships has been expended by permission of the Lord Lieutenant for other purposes.

1772. For the Queen's College, Belfast?—For special purposes for the Queen's College, Belfast.

1773. Distinct altogether from providing prizes for students?—Yes; for instance, purchasing a plot of ground in a corner of the College grounds and building a new lodge—these were special purposes.

1774. You enter on the receipt side professors' class fees, and you take credit on the other side for professors' class fees?—Yes.

1775. Ought not the sums be equal?—Normally they should, but sometimes there is a small sum at the end of the year, and, as we have to obtain the permission of the Lord Lieutenant for paying the fees to the professors, it remains to the next year.

1776. The endowment account represents the interest on the Pakenham Scholarship and the Dunville Scholarship?—It represents the interest on the Sullivan, Porter, Pakenham, and Blayney Scholarships.

1777. Dr. STONEY.—Do the College statutes not define the purposes to which the balance can be applied with the consent of the Lord Lieutenant?—No.

1778. My impression is that the College statutes limit them. It must be applied to some purpose sanctioned by the Act of Parliament?—I do not remember any limit.

Rev. H Henry.

Rev. H. HENRY, President of St. Malachy's College, Belfast, examined.

1779. CHAIRMAN.—You are President of Saint Malachy's College?—Yes.

1780. That is a college established in this town?—It has been established for a length of time in this town.

1781. How long have you been president?—I was appointed in 1876.

1782. Were you a teacher in the college before being appointed a president?—I was, for six years.

1783. Then you have an experience of a good many years?—I have been fourteen years teaching.

1784. The college is entirely confined to Roman Catholics?—Entirely.

1785. Have any of your pupils ever come up for examination in this College?—Very few.

1786. Have you present before your mind any students who did come up for matriculation?—I have.

1787. How many?—Two.

1788. When did they matriculate?—In October, 1881, I think.

1789. That was under the old Queen's University?—Yes.

1790. Had you yourself experience of the educational attainments of those two men who so came up?—I had.

1791. What did they know?—Their knowledge was exceedingly limited, and they matriculated notwithstanding in a very limited knowledge of Latin, scarcely any Greek at all, and a very poor knowledge of English, and also a very poor knowledge of mathematics. For that reason I would say that the standard of education before the institution of the Royal University was not high in the Queen's Colleges.

1792. As a matter of fairness, Dr. Henry, would you have any objection to give the Commission the names of those students, of course not for the purpose of publication?—I didn't ask their permission yet. I would wish to ask their permission before I would make any promise.

1793. You are aware of the limited scope of our inquiry?—I am.

1794. That it is confined to the four heads I have mentioned?—Yes.

1795. Are you able to give the Commission any information or evidence within the four heads of the inquiry, as if so we shall be happy to receive it?—It has come out in the evidence in reference to the scholarships that there is satisfaction expressed on the part of all the people of Ulster in the allocation of the scholarships and the endowment of the institution called the Queen's College.

1796. It did not come exactly within the scope of the inquiry, but evidence to that effect was volunteered by two clergymen examined yesterday, and afterwards by Mr. Ewart. If you have any qualification or explanation to offer we shall hear it?—The principal reason of my being here is to assert that no witness examined has any ground or authority for making such an assertion as that Ulster is satisfied with the condition of university education in the North.

1797. When you say Ulster what do you mean?—I will explain what I mean. I am one of the representatives here of fifty per cent. of the population of Ulster, the Catholics, and I have no hesitation in saying that they, though recognising the rights of their Presbyterian and Protestant neighbours to endowments and scholarships, are thoroughly dissatisfied and object in the strongest terms to the monopoly which the Queen's Colleges at the present time enjoy. To make this statement is principally why I present myself before the Commission.

1798. In other words you wish to qualify the evidence given yesterday and which seems to be general evidence?—General evidence. The students who frequent the Queen's College, 19-20ths of whom, according to the evidence given, are Presbyterians and Episcopalians, are said to be the people of the north of Ireland. I say they are not. They are simply a section. If that section have a right to obtain scholarships, as no doubt they have, I think I am right in saying that fifty per cent. of the population have a right to obtain scholarships and a share of endowments, that is to say, at home, and at as cheap a rate as those gentlemen do.

1799. Do not go further than that. We consider it only right that the general statements having been made yesterday we should receive evidence of it, being subject to that qualification you put upon it to-day. Beyond that, unless you can give us some information on the other heads of the inquiry, information, as distinguished either from suggestion or opinion, we cannot go?—Except, as bearing on that question, I really must say I cannot give you any important evidence within the scope of the inquiry.

1800. Rev. Dr. MOLLOY.—I should like to ask you one question, namely, whether the standard necessary for matriculating in the Royal University, so far as you have had an opportunity of judging, is as low as the

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standard necessary for matriculating in the Queen's?—It is not near so low. The standard of the Royal University is much higher.

1801. Do you think it is much more difficult to reach the standard and pass the examination of the Royal than it was to reach the standard of the Queen's and to pass it?—I have no hesitation in saying that it is much more difficult.

1802. Attention was called yesterday to the circumstance that forty-five students appear upon this return who matriculated in the Queen's University in October, 1881, but who, according to this return, have not since advanced any step in their university career, and some conjectures were offered as to how that fact is to be explained. Do you think the fact may possibly be due to the easy nature of the examination by which they entered the Queen's University?—I am of that opinion, certainly. A student who is not well prepared for his matriculation examination, and up to the standard of a moderate programme, is not at all likely to read any university course satisfactorily afterwards, unless with great trouble to his professor and great difficulty to himself.

1803. Dr. STONEY.—I understand you to say that, so far as you can represent their opinions, you believe that fifty per cent. of the population of Ulster are not satisfied with the provision for university education here?—Yes.

1804. That fifty per cent. that you refer to are they more or less numerous in the lower grades of the population—I mean in the peasant classes as distinguished from the classes more likely to receive a university education?—That question is very easily answered. My knowledge of the people of the North of Ireland is that it is not the rich and the aristocratic who go to the Queen's College at all; they go to Trinity College, Dublin, to Cambridge, and elsewhere. It is the very class of people for whom a centre of education at home is serviceable that go to the Queen's Colleges. I have known farmers' sons, Presbyterians, in my own neighbourhood, getting their education here at scarcely any cost, because they were clever men and won scholarships; and I could not come here to receive in my early youth an education. I see in the population many Catholics, from whom we would expect candidates for arts and medicine, of much the same social position as those who at present frequent the Queen's Colleges, and I think I could prove that.

1805. That is not answering exactly the question I put; however, I will pass on to the next. Have these fifty per cent. a right to present themselves for admission into this College?—A right by the law of the land, but not by the law of the Church. By the law of the land, yes; but by the law of the Church, no.

1806. I wish to ask whether your two students who presented themselves at this College were your best students or your worst, or how did they stand in your own college?—They did not stand high in their own college. They had been but a few months at school. They thought one or two quarters would prepare them for the Queen's College, and they left at the end of that time and matriculated, to the great injury of Intermediate schools up to the establishment of the Royal University.

1807. When they left your school how did they stand relatively to the other students—were they nearly your worst, or your worst?—It is hard for me to determine at present.

1808. Were there many as bad?—As they were only a quarter or two at school it is very hard to answer that question. They should be compared with their own class-fellows, those who studied for a quarter or two quarters.

1809. Amongst those were there many as bad as they?—I do not know that there were many as bad. I have not a distinct recollection.

1810. Dr. MARSTON.—You have spoken of the matriculation examination of the Queen's University and the Royal University, to the effect that at the latter it was much more difficult?—Yes.

1811. On what number of instances do you found that opinion?—It is generally understood.

1812. I want to know whether you speak, as a matter of personal knowledge, as a teacher or not?—I have at least had three or four instances of those who matriculated in the Queen's Colleges under the Queen's University, and I have had experience of fifty-one who matriculated in the Royal University from our own institution, and I can confidently assert that those who matriculated under the Queen's University system would not have matriculated in the Royal University.

1813. Professor JACK.—Your experience is with regard to three or four instances of students who matriculated in the Queen's?—That is all.

1814. CHAIRMAN.—Are you familiar with the present matriculation course in the Royal University?—Yes.

1815. Are you familiar also with what was a matriculation course of the Queen's College under the Queen's University?—Yes.

1816. Comparing the two courses together, are you able to say that the Royal University course is a more difficult one than the other course?—The programme is.

1817. Rev. Dr. MOLLOY.—In point of fact, the Queen's University, as such, had no programme of matriculation except the programmes of the three Queen's Colleges?—No.

1818. And the value of that matriculation depended entirely on the examination held in the Colleges?—Yes; there are one or two points. I do not know whether it is within the scope of the Commission or not to deal with them.

1819. CHAIRMAN.—You may proceed subject to my stopping you?—This is a very important question for the Catholics of the North of Ireland.

1820. I assure you we have nothing to do with that. I allowed you to go into the other matter because I thought it only fair that you should have an opportunity of qualifying evidence given yesterday, lest it might have a misleading effect. But we have no power to discuss the grievances of the Catholics of the North of Ireland?—Well, in the distribution of the scholarships of the Queen's College, Belfast, I do say, that for my part I see nothing unfair in throwing them into the funds of the Royal University.

1821. That is a matter we cannot take evidence upon; it is a matter of opinion, and is not a matter of evidence?—Then under these circumstances I have given all the evidence I have to offer bearing on the question.

Rev. JAMES O'LAVERTY, P.P., Holywood, Belfast, examined.

Rev. James O'Laverty, P.P.

1822. CHAIRMAN.—You are acquainted, sir, with the limited scope of our inquiry here?—I am.

1823. Where are you parish priest of?—Holywood, in the neighbourhood of Belfast.

1824. Have you any information or evidence which you can lay before us which is pertinent, in your opinion, to any of the points of our inquiry?—One thing is, that I wish to contradict a statement made yesterday by several witnesses, that all Ulster was most anxious that the present endowment should be continued on account of the great usefulness of it.

1825. Do you wish to qualify that?—I wish to qualify that by asserting that the Catholics of Ulster are nearly fifty per cent.; that the Episcopalians of Ulster, if added to the Catholics, would make nearly seventy per cent. The Episcopalians of Ulster are well taken care of already in Trinity College, Dublin.

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BELFAST. June 5, 1884.

Rev. James O'Laverty, P.P.

1826. We cannot, with great respect, go into that?—It is on account of the evidence given yesterday, lest it should go abroad that no person would contradict it.

1827. And you come forward, as Dr. Henry does, and very fairly you state that when it is asserted the sympathies of Ulster are with the Queen's College, what is meant must be considered Episcopalian Ulster and Presbyterian Ulster?—Scoto-Ulster it was called yesterday. The Scoto-Ulstermen do wish to continue the grant, but I must except the Highland Scoto-Ulstermen in county Antrim, who are all Catholics.

1828. Beyond that, have you any information you would lay before us?—There is another matter of the great advantage of the College on account of the comparative poverty of the families of the students that commonly frequent this College. Now the same argument would hold good.——

1829. We cannot go into that, with great respect?—I was connected with the educational establishment that Father Henry is now connected with, about eighteen years ago.

1830. When you were connected with this institution did any of your students come up to the Queen's College, Belfast, for matriculation?—Some did.

1831. Did they matriculate?—They did.

1832. Were you in a position to judge of their educational attainments when they came up for matriculation?—Yes.

1833. Was their educational standard high when they came up and left you and succeeded here?—Some had a very fair education; but I have known several instances where they came up miserably prepared, and yet matriculated. It was commonly asserted then—

1834. I cannot take that. I cannot take any rumour of what was said. What you have said is evidence, and very material evidence, but we must confine you to facts?—You can perhaps find that the examiners of that date state that the Greek examination was confined to the first chapter of John for several years.

1835. Professor JACK.—That evidence refers to the Queen's University eighteen years ago?—Yes.

Rev. John Conway.

Rev. JOHN CONWAY, Dean of St. Malachy's College, examined.

1836. CHAIRMAN.—You are Dean of St. Malachy's College?—I am.

1837. That is the institution Rev. Mr. Henry and the Rev. Mr. O'Laverty have spoken of?—Yes, I have been Dean for the past eight years.

1838. Had you any connexion with the college before that?—None, except as a student.

1839. Besides being Dean of the college are you also engaged on the teaching staff of the college?—I am.

1840. Have any of your students come up to this College for matriculation?—Only very few during the the past eight years.

1841. How many would you say?—I do not suppose half a dozen; but immediately before the dissolution of the Queen's University some few students did present themselves, as referred to by Rev. Mr. Henry. I agree fully with all he has stated. In justice to those students, whose names I am not willing to mention without their permission, I must that they were not deficient in talent by any means.

1842. The reference to their matriculation arises from the fact of the shortness of their study previous to matriculation, and to the facility which was afforded of matriculating?—Reference has been made to the manner in which examinations of the Royal University have been carried on, and complaints made about papers being circulated.

1843. We have nothing to do with that at all. The Royal University people are the proper persons to answer that?—Allow me to state my case, and then decide against me.

1844. No?—It is the standard of education I am referring to. If facilities are afforded in obtaining matriculation examination in the Queen's College, if the students can get examination papers the day before they are actually examined, and pass in those papers. That shows that the standard cannot be very high, so far as those students are concerned. With reference to some of those students, it has been asserted that the papers were easily obtained.

1845. I must decide that the evidence is not admissible?—I bow to your decision.

1846. I would be glad to get information, if you can give it, not only of the students who came up from St. Malachy's, but the other students?—As a rule they had been a very short time pursuing their studies for matriculation.

1847. In what class?—They had been studying English, Latin, Greek and mathematics, and spent a very short time at them.

1848. Were they studying in a low class in the college or a tolerably advanced class?—They were studying in a class to prepare them for matriculation in the Royal College of Surgeons. We had no class to prepare them specially for the Queen's College, but we had one almost similar for matriculation in the Royal College of Surgeons, Dublin.

1849. They matriculated here on the matriculation for the Royal College of Surgeons?—Yes, but they passed in a much shorter time. Evidence has been given to you that the scholarships have been of great service to the schools in Ulster.

1850. Excuse me—there was no such evidence given. There was evidence given yesterday which did not require to be given, that the scholarships were of great advantage to the College in which they were given?—Evidence was given by two gentlemen connected with the Intermediate Schools in Belfast, that those scholarships had been a great incentive to the study of classics and mathematics in their schools.

1851. You are quite right?—I think those gentlemen had no right to represent the views of all the population of Belfast. There are other people in Belfast as well as those two gentlemen, and other institutions as well as theirs. The students of several institutions have not received any incentive in the wide world from those scholarships.

1852. I must confine you in the same way as I did Father O'Laverty, to your stating that Ulster does not mean the entire of Ulster, but Ulster excluding the Roman Catholic population. Is not that what you wish?—Yes.

1853. Beyond that you cannot go?—Very well. Then these are the only points I wish to put forward. At the same time I wish to say publicly, that I have no objection in the wide world to the Presbyterians or any party in Ulster receiving endowments so long as they are laid open to everybody, and the conditions are such that everybody can with a safe conscience take advantage of them. I have no objection to the Presbyterians of Belfast getting an endowed college, and I do not make any complaint of their anxiety to preserve this College for themselves. I only want the same advantage for other people.

1854. Rev. Dr. MOLLOY.—You have prepared students for the matriculation examination of the Royal University?—Yes. The examination has been much more difficult—not that the programme is more difficult, but from the fact that the Royal University programme has been more strictly carried out.

1855. Professor JACK.—Your impression is that the programme of the two institutions was nearly the same?—Nearly the same, but some three years ago the examinations were not so strictly carried out in the Queen's Colleges.

1856. You are speaking of this College?—Yes, and the others.

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1857. Dr. MARSTON.—You have not the same experience of the others?—Yes, because some of our students have gone to Cork, and a few to Galway. There is not much difference in the programmes.

1858. Dr. STONEY.—I wish to ask whether there is any matriculation examination in the Universities of Edinburgh or Glasgow?—I am not well up in that. I think there is not.

1859. Are you aware there is none in the English Universities of Oxford and Cambridge?—I think that is so, too.

1860. Students are admitted there without any matriculation examination?—Yes.

1861. Then your complaint is that an injudicious desire was shown by the authorities to admit the few candidates who presented themselves from your institution?—I do not think there was exceptional favour shown to the few who came from ours. It was extended to all who came, no matter from what institution they came.

1862. Dr. MARSTON.—You have spoken of some men who passed the matriculation. How long is that ago?—It must have been in 1880 or 1881.

1863. According to the best of your belief?—About that time. I have not the figures before me.

1864. How many men have passed the matriculation examination of this College and of the Royal University of whom you have experience?—For reasons into which it is not necessary to enter, very few students from our College passed the matriculation examination in the Queen's College, but since the establishment of the Royal University we have been sending up a very large number annually for the matriculation and other examinations.

1865. Can you tell me how many?—We are sending up thirty for one to the Royal compared with what we sent to the Queen's.

1866. There is the matriculation of the College and the Royal University respectively. I want some data?—As I explained to you, I do not want to enter into matters not within the scope of the inquiry.

1867. Tell me the number of men who have passed the matriculation examination of the Queen's Colleges and of the Royal University, on which you have based your statement?—The first examination in the Royal University was in December, 1881. We have at present fifty-one matriculated students in the Royal University pursuing an arts course.

1868. Dr. MARSTON.—Your estimate is founded on your experience of fifty-one students?—I cannot say exactly the number. They have passed on to the study of medicine in the medical schools of Dublin.

1869. You have told us on what your estimate of the standard of the Royal University is founded. On how many cases have you founded your estimate of the standard in the Queen's Colleges?—There are fifty-one who have passed into the Royal University in the past three years.

1870. CHAIRMAN.—How many students actually came up from your college to the Queen's?—None during that time.

1871. You told us before, I think, six?—During my eight years I do not think there could be more than six.

1872. Therefore your experience of the Queen's Colleges is founded on six, and your experience of the Royal University is founded on fifty-one?—Quite so.

1873. Professor JACK.—Did those six all pass?—They all passed. In fact I have not heard of any failing.

1874. Rev. Dr. MOLLOY.—If a certain standard existed by which six men passed, is it not a fact that six hundred may pass if they came up to that standard?—I do not think there was any exceptional favour shown the solitary few who came from our institution.

1875. Dr. STONEY.—I ask as a matter of opinion whether the fifty-one represents the number that you would expect would go for matriculation in an equal space of time in future, or whether, when the Royal University was first opened, there was an accumulation of candidates in your institution ready to go into it, and therefore what occurred in the first year would be different from subsequently?—My experience is quite the contrary. In the first year the number was very small. It is greatly increasing every year since. The second year we sent in more; in the third year a still greater number; and we hope to continue doing so. Reference was made to the fact that the scholarships induce students to work hard in the schools. I do not deny that, but I want to draw my inference.

1876. CHAIRMAN.—We cannot take the inferences drawn by witnesses. We must draw them ourselves.

Professor PETER REDFERN, M.D., F.R.C.S.I., Professor of Anatomy and Physiology, recalled.

Peter Redfern, esq., M.D., F.R.C.S.I.

1877. *Dr. MARSTON.—Could you give the Commission a table of the fees for the medical education, including the fees for hospital practice, and if you could add to that table another, showing the cost, as compared with other places; at the same time we have no right to ask that of you unless you wish to do it?—I will do so with pleasure.

1878. Seeing the rapid progress of physiology and histology, it occurs to me to ask how are you assisted; do you not want any assistance in your class teaching and demonstration?—I do very much, indeed. I want an assistant as professor of anatomy, and an assistant as professor of physiology, as is afforded in every one of the Scotch universities by the Government.

1879. You receive no assistance at present?—None whatever.

1880. You receive none in any way?—None.

1881. Do you wish to say anything about the fees for anatomy?—I would wish to say one word. As regards assistants, I would refer you to what has been previously said this morning concerning trained assistants by my colleagues. It would be gross cruelty to employ a scholar of any kind, if the Council had power, to do work of that sort. To do so would lead certainly to his rejection at his subsequent examination, and to its being impossible for him to take honours, or learn his profession as well as if he could employ his whole time in his education. Therefore, the professors have felt, all the time I have been here, that to employ scholars, or to interfere, in any sort of way, with the ordinary pursuits of students, though the Council had the power by charter or Act of Parliament, would be highly improper. Where the Professor of Mathematics has availed himself of some assistance it has been of real service to the scholar. There is no better way of learning than by teaching, and when the senior scholar devotes two or three hours each week to it it is an advantage rather than otherwise. But it would be quite otherwise if the scholar performed the duty of a trained assistant to the professor. In fact, to train him would involve spending more time on him and his successors each year than they would be worth. The professor would do the whole work better himself. It is absolutely necessary there should be assistants for anatomy and physiology, as is the case in the Scotch universities. As to the fees in anatomy, a little change took place when I came here as professor. It was instituted by myself. I have a right by the charter to claim the same fee in the 4th year as in 2nd and 3rd. I believe it greatly to the advantage of students that I should not claim that fee, for I had found, by fifteen years' previous experience, that the knowledge of anatomy which a student makes available in practice is the

* See Appendix III. B.—No. 11.

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BELFAST. *June 5, 1884.*

Peter Redfern, esq., M.D., F.R.S.C.I.

last knowledge he gets—that is to say, the knowledge he gets whilst he is engaged in the practical departments of his profession. I lay stress upon that, because there has been a tendency to isolate the teaching of anatomy and physiology from surgery, medicine, and midwifery. Nothing could be more injurious. Our students do not follow that method, but it would be of the greatest importance that they should have no temptation. I have thought that the success of the students of this school has been in great part due to their pursuing the study of anatomy and physiology through the whole of their course. In this way it is of great advantage. The student has a little surplus time. His classes are arranged to follow in succession through the four years of his study. If he has his dissecting room he goes there and learns an amount of anatomy, which in medical schools is very rare indeed. I look upon that as being of enormous advantage to the students. I wish to say one word in regard to demonstrators. Something was said by some person who had the view—which is a very prevalent one—that the greater the number of demonstrators in an anatomical room the better the teaching. I think it is exactly the reverse. I am sure the greater the number of demonstrators the worse the teaching. The object of demonstrators is to become personally acquainted with the students, so that they may be called in afterwards in practice. I have no wish to be subjected to the temptation of putting other persons into the practical rooms to do work that I should do myself, and I assert that the increase of the number of demonstrators in anatomy is likely to impair rather than increase the efficiency of the teaching. My firm conviction is that success in teaching anatomy is mainly due to the diligence, zeal, and quotudo of the students in the room, and because of the presence there of the professor himself. No demonstrator can make up either for the presence of the professor himself, or for his possible presence when it is known that he is in the immediate vicinity of the rooms, if he is not actually there.

1882. Rev. Dr. MOLLOY.—You told me this morning that from certain questions I asked yesterday an impression arose with you and other persons, that I was personally unfavourable to the appointment of assistants. I wish to say that the contrary is entirely the case. I am strongly in favour of the appointment of assistants; I think it highly desirable the professors should get assistants to relieve them from the drudgery of tutorial work. It is outside the scope of our Commission, but I mention that as my own individual opinion?—I am sure all my colleagues will be delighted to hear that statement, which I have not the slightest doubt is thoroughly and completely in accordance with your views.

1883. Dr. MARSTON.—What do you say as to the appointment of a Professor of Pathology?—I think it is very important indeed that such a professor should be appointed. Pathology is assuming very great importance, and there is only this objection to the increase of professors—namely the weighting of students still further with attendance on classes and additional study. They are now weighted in a very terrible way, in some instances more than is desirable, for instance, the compulsory attendance at a lunatic asylum. In this place to attend the asylum costs them two hours, because of the distance of the asylum from the College. That is my objection to the appointment of a professor of pathology.

1884. Should there be one or not?—It would depend on other arrangements. If you put it in comparison with the enlargement of the anatomical rooms, and the increased facilities for physiological and chemical pursuits, I would say certainly not. I would take pathology after these.

1885. Professor JACK.—I asked with regard to a number of students whose last academical mark has been the Queen's University. Professor Purser informed me there is no official information with regard to these students. As medical professor, have you any impression, or would you care to state any impression, if you have any, as to what those students are doing, and whether they are attending other medical schools for the purpose of obtaining a licensing qualification?—I never was more surprised in my life, nor was any opinion I ever formed more completely belied by the result, than by the action of the students here on the institution of the Royal University. The question was put on the first day of the sitting, and more frequently since, because it was a surprising thing seeing there are objections to the Royal University, and that students have the option of going elsewhere, that they should not do so. I should have stated confidently three or four years ago that on the institution of any such scheme the chief body would make no attempt to go to the Royal University, but would go to qualify at the Colleges of Physicians and Surgeons. They did not. Whether from the personal influence of the professors who were anxious to give the Royal University a fair trial, or whatever cause I cannot say, there were but three who did not come here with the resolution of going to the Royal University as far as they could, and they pursued such a course. I believe the cause of that is that they have been accustomed to university training.

1886. CHAIRMAN.—We are not concerned with what operated on the minds of the students, but what was the fact?—I will answer Dr. Jack's question more briefly in this way. Mr. Purser told me your question was with regard to the students who have merely matriculated and not gone further.

1887. *Professor JACK.—There are forty-five out of 235 students who are at present in the College students of medicine, and these have taken their last academical mark, matriculating in the Queen's College in October, 1881, or before that. What I want to know is if you have any means of information or any impression as to what they are doing. They are obviously not pursuing the course of study of the Royal University, or if they are they have not been successful?—This is the first time my attention has been called to the forty-five students, whom I have no doubt I could trace. If I am able to find out their names, in all probability I will be able to tell you whether they have presented themselves at other institutions.

1888. The names are here?—Then in all probability I shall be able to trace them, and if I succeed, whatever information I find out I will be happy to supply subsequently.

Robert Francis Dill, esq., M.D., M.R.C.S.E.

Professor ROBERT FRANCIS DILL, M.D., M.R.C.S.E. examined.

1889. Dr. MARSTON.—You are professor of midwifery?—I am.

1890. And you are attached to the Ulster hospital for women and children?—I am connected with the Ulster hospital for women and children, and there is a special department for midwifery at No. 11 Fisherwick-place.

1891. What facilities have the students for acquiring a practical knowledge of midwifery; express your opinion as to whether you deem them ample or satisfactory?—In general language, I may say that I have been for some years associated with one of our local charities, the Ulster hospital for women and children including a midwifery department. The diseases of women are attended to in the hospital. The midwifery, as is the case in almost all the large cities, London, Dublin, Glasgow, and Edinburgh, is an extern practice, so that I am associated with this institution, which is, I may say, the only complete institution that takes in all the departments—midwifery and

* See Appendix III. B.— No. 12.

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Robert Francis Dill, esq., M.D., F.R.C.S.E.

the diseases of women and children—and ample opportunities are afforded to the students for practical instruction in all these subjects.

1892. With regard to attendance outside, does it afford them ample opportunities also?—We can easily give all the students that apply to us and enlist themselves under our instructions very ample opportunities for attending cases of labour. The minimum number of cases is twenty and they can have as many more as they wish to attend.

1893. Twenty cases in what time?—Within half a year.

1894. What is the number of beds you have in the hospital?—The number of beds in the hospital for children is twenty-two with ability to increase, and twelve for women.

1895. How many are occupying these beds as a rule. Are they generally full?—Generally full.

1896. How many students avail themselves of the opportunities?—We are only in the third session since it was opened to students. Up to that time we felt we had no institution qualified to give the instruction necessary for the students going up to the Royal University. We had no institution capable of meeting the University requirements, and the superiors of this institution accommodated it to the public want to that extent that while, in the first instance, it was started as a pure charity, through my advice and the advice of the President of the Queen's College, it was placed in a position to qualify students to go up for their degree in the Royal University. It is in a convenient locality for students.

1897. Is there a good attendance?—It is growing.

1898. You are quite satisfied with the opportunities you have for instruction in those particulars?—Perfectly.

1899. Rev. Dr. MOLLOY.—I understand you to say that the establishment of this institution arose out of the necessity of preparing students for the Royal University?—That is the plan of the institution, including diseases of women and children and midwifery. The dispensary before was for the diseases of children. Through my advice and the advice of the President of the College the three departments were included, which makes it the only complete institution in the town for educational purposes.

HENRY WHITTAKER, esq., M.D., examined.

Henry Whittaker, esq., M.D.

1900. CHAIRMAN.—You are a graduate in medicine of the Queen's University?—Yes.

1901. When did you take your degree?—In 1859.

1902. Have you practised in your profession?—No.

1903. Have you been informed as to the scope of our inquiry?—Yes.

1904. You understand the limits to which it is confined?—I am sorry that it is so limited, but having taken a warm and lively interest in the Queen's University in olden times, I may say a few words which may not be strictly within the scope of the inquiry.

1905. I cannot receive anything from you except what is within the scope of our inquiry?—Occasionally there would be some remarks of interest to the cause of education which might be heard although not thoroughly relevant.

1906. State what you wish to say?—I commenced the study of medicine here in 1853. Attendance was compulsory in all the classes I have attended; for instance the class in French, where the class was simply composed of some students who did not know the first rudiments of French, whereas I was able to translate French fairly well, and here we were all in the same class.

1907. Our time is very short, and I cannot allow you to go into several matters wholly outside the scope of our inquiry?—Very well.

1908 Dr. MARSTON.—Was French one of the subjects of the matriculation examination at that time?—No.

1909. CHAIRMAN.—Have you anything to say of your own knowledge as to the standard of education maintained in the College now?—No, I can speak only with regard to twenty-five years ago.

1910. It may be an interesting matter of history, but we are not here to inquire into that. Could you tell us anything in reference to the scholarships, exhibitions, or other rewards in the College, having regard to the number of students and the faculties they attend?—Not personally.

1911. We are here only to receive evidence from witnesses who can personally testify. Can you tell us anything of the extent to which the students of the College go to the Royal University, and with what result?—No.

1912. Can you tell us anything in regard to the fees charged in the College?—Certainly not.

1913. Then I am afraid you cannot give us any assistance in the subject matter of our inquiry?—Very well.

Rev. JOSIAS LESLIE PORTER, M.A., D.D., LL.D., re-examined.

Rev. Josias Leslie Porter, M.A., D.D., LL.D.

1914. CHAIRMAN.—You promised, Dr. Porter, to check a return so as to correct discrepancies between it, and one received from the Royal University books?—Yes. I received this return through the courtesy of the Secretaries of the Royal University. I compared it myself with the returns referred to in our own register, and I find that we do not get credit in this College in the University record for all the students who have passed the examinations. I have therefore taken the liberty of correcting the return. You can see marked in red ink the return of the Royal University, and you can see marked in black ink the return as corrected. These have been gone over by the Registrar, and are found correct. I hand them in.

1915. May we take, as part of your evidence for the purpose of this inquiry, your reports for the last five years?—Certainly, and I may state that I should like to have the opportunity of handing in a supplement to my examination including simply those subjects on which I was examined here, and had not an opportunity of stating as fully as I wished to do in answer to questions that were put.

1916. *We will be happy to receive any statement that you put before us, but we will reserve the right to have a further examination of you?—Certainly. Perhaps you would permit me to say a word in reference to that. There was a remark made with regard to the matriculation examination in this College, comparing the matriculation examination here with that in the Royal University. It did not appear to me that there was a very large base on which that charge could be founded, but I may state that I have an opportunity of knowing the standard of the matriculation examination in this College, and also as a senator of the Royal University, I have had an opportunity of knowing and testing the standard of the matriculation examination there, and I have no hesitation whatever in stating that the standard in this College is as high as that of the Royal University. I may state still further, and I regret it, that we were compelled, on account of the institution of the Royal

* See Appendix III. B.—No. 5.

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BELFAST. *June 5, 1884.*

Rev. Josias Leslie Porter, M.A., D.D. LL.D.

University, to leave out one subject which with us formerly was an essential, that was the subject of Greek. Instead of Greek, which was essential in this College, we were obliged, at least I was obliged, in order that we might accommodate ourselves to the Royal University, to substitute one out of five or six modern languages, most of them known, and some not very well known, such as French, German, Spanish, &c. I contend that that was a lowering of the standard which had existed in this College, but I am happy to state that the Council agree with me that we should not permit all these languages to be introduced into our examination here, and consequently we confine them to three—French, German, and Italian, so that judging from that, and from my experience of the mode in which examinations were conducted here, and my knowledge of the manner in which they are conducted in the Royal University, I have no hesitation in stating that the examinations here were quite equal to the Royal University examinations. There was something said, and a great number of questions asked regarding certain medical scholarships that were gained here. It was the scholarships of the second year under the head of medical scholarships. I wish to call attention to the facts. It was stated that one student had come forward for that scholarship, and had obtained it on a very small number of marks in one subject. I wish to call attention to the fact that there are four subjects in that department, and these four subjects are anatomy and physiology, chemistry, botany and zoology, and a modern language. It seems that the student was not quite advanced enough in the modern language, but I think, and I remember the circumstances well, that it came before the Council that his answering in the other subjects was such as to entitle us to give him the scholarship. There were some questions asked with regard to our senior scholarships, that is, why the scholars are in the calendar represented as asked to do certain duties, and they are not required now by the Council in all cases to do them. That is a requirement not of the Council but of the statutes, over which the Council have, as yet, no control; but the Council from long experience have found that if we were to compel the senior scholars in every case to do what was required of them, we would take away in a great measure the inducement to young men to study for a senior scholarship. The amount is so small that if we compelled them absolutely to attend to the duties here laid down, very few would come forward.

1917. In dispensing with the requirements of the statutes, are you not practically repealing them?—No. Of course we must have the power of insisting on the conditions being fulfilled in certain cases, but we do not consider it necessary in every case. There was a reference made to the engineering department. I am sorry the professor is not here, but I hope he will have an opportunity of giving evidence in Dublin. It was pointed out that there was no expenditure opposite the engineering fund.

1918. There is nothing in the return?—We receive in Queen's College, Belfast, a considerable number of private endowments, and we get a considerable sum of money from Mr. M'Lean, and it is devoted to that special subject.

1919. Professor JACK.—There are one or two questions arising on your report of last year with which you are familiar no doubt. You described the arrangement of the Royal University, and pointed out the disadvantages under which students from this College are placed in connexion with these arrangements. In page 4 you state that:—

"With regard to the first university examination, it is now required that all students who are candidates for honours must present themselves in Dublin, but in consequence of the recent change candidates who are pass-men are examined here; but that with regard to the second and final examinations, which last from eight to ten days, it is still required that all candidates present themselves in Dublin."

Is that still the state of matters?—Yes.

1920. And then an additional requirement for attendance in Dublin when degrees are conferred?—Yes, and, in consequence of this, when the examination is held for the degree, a period intervenes between the examination and the publication of the list of successful candidates, so that when the degree is conferred the students have to make a second journey to Dublin. In this way a student of this College is obliged to pay more than £25 for travelling and hotel expenses for his degree in Dublin.

1921. Does that represent the state of facts at the present moment?—I believe so.

1922. The candidates for scholarships, exhibitions, and high honours, may be required to come to one common centre to secure uniformity in oral examinations and perfect equality in competition. Does the rule requiring candidates to come to a common centre for the sake of uniformity operate, to a serious extent, in preventing students from this College presenting themselves for honours in the Royal University examinations?—I think it does. A number of students who passed the first university examination in Belfast, a local centre, and who answered the full extent of the requirements on the pass papers, were recommended for honours, that is to proceed to Dublin to pass a merely oral examination to obtain honours, but out of the number selected for honours eleven declined to incur the expense. I afterwards found, when I was examining the returns of the examiners, that in the written papers some of those young men, who only took the written papers, had obtained higher marks than those who got honours, and who answered in both the written papers and the oral examinations

1923. Out of what proportion would the eleven recommended for oral examination be?—I do not know at this present moment, but I could easily ascertain.

1924. CHAIRMAN.—In closing this inquiry here, I wish to express, on behalf of my colleagues and myself, our thanks to the President, Professors, and officers of the College for the courtesy with which they have received us, and for the very full and frank manner in which they gave information on every subject brought before them. I wish to express my own thanks, and the thanks of the Commissioners, to the gentlemen who were good enough to come before us and give their evidence. We had no power to compel their attendance. These gentlemen gave evidence of the most material and important character, and calculated to aid us very much in answering the questions entrusted to us to report upon.

The Commission then adjourned.

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FOURTH DAY—FRIDAY, JUNE 6TH, 1884.

AT QUEEN'S COLLEGE, BELFAST.

Present—Professor WILLIAM JACK, LL.D.; and Deputy Surgeon-General JEFFERY A. MARSTON, M.D.

Professor J. SEATON REID, M.D., Edin., examined.

J. Seaton Reid, M.D.

1925. Dr. MARSTON.—You are Physician to the Union Hospital?—I am, and have been for more than thirty-seven years.

1926. Is the hospital convenient to the Queen's College?—It is within ten minutes' walk of it.

1927. What is the accommodation of the hospital?—Fully 400 beds; increased on emergencies by placing beds down centre of wards.

1928. What is the average occupation at present?—In summer the average is about eighty five, and in winter 170; often more in both seasons.

1929. State generally what the arrangements of the hospital are regarding the different forms of disease treated there?—We must take all kinds of infectious disease, and must have arrangements for treating separately the different kinds, therefore, a ward and its associated convalescent ward, may have at times fewer cases than there are beds. The Union Hospital is in the first instance appropriated for contagious diseases, and subject to this provision, any remaining accommodation can be utilized for ordinary medical but not surgical cases.

1930. Have you always typical cases of the different kinds of fevers?—We have not always cases of typhoid or typhus. Other eruptive fevers, such as scarlatina, among children and adults, are provided for separately as they occur, and are only occasionally there.

1931. What is the character of your cases. Are they generally chronic or acute?—In the ordinary medical we have a mixture of chronic and acute. I cannot say in what proportion.

1932. Then you cannot at all times supply typical cases of contagious diseases for teaching purposes?—No.

1933. What is the medical staff of the Union Hospital?—There is a visiting physician and a resident surgeon; and in the Infirmary, which is for non-contagious medical, also surgical diseases, the insane and incurable, &c., there are two visiting medical officers and two residents.

1934. What is the accommodation in the Infirmary?—The Infirmary is a department distinct from the Hospital, and occupies other portions of the Workhouse grounds, and has in its several buildings upwards of 1,200 beds.

1935. What is the character of the cases treated there?—It is available for a large number of cases, chiefly chronic; but many acute.

1936. Where is the Infirmary situate?—The Workhouse buildings may be said to intervene between it and the Hospital.

1937. Do you think those Hospitals might be used for teaching purposes?—There might be difficulties in the way of utilizing this institution for students on the score of discipline in the Workhouse; that is in keeping the students separate from the inmates of the Workhouse when going to and from the departments for the sick.

1938. Is there no way of overcoming that difficulty?—Walls might be erected isolating the departments for the sick, and a separate avenue provided for students; then a perfect system of teaching would require the medical staff in both institutions to be considerably increased. The Workhouse is managed under an Act of Parliament, and everything must be done according to the regulations of the Local Government Board of Ireland, which are carried out by the Board of Guardians.

1939. Do you think that even the Hospital devoted to contagious diseases might not be utilized for teaching purposes?—Gratuitous instruction was given to a small class of students for some years. It ceased about 1860, owing chiefly, among other reasons, to increased facilities offered at the Royal Hospital rendering it unnecessary. My age and health preclude my undertaking additional work.

1940. Have you any connexion with the Royal Hospital yourself?—I am one of the Consulting Physicians of the Royal Hospital. I have been so for thirty-seven years. I had been Visiting Physician of the Royal Hospital for six or eight years previously.

1941. Then you are familiar with the capabilities of the Royal Hospital for affording adequate instruction to the students?—I am so familiar with the capabilities of the Royal Hospital to give instruction, that I believe the students of the Queen's College, Belfast, have sufficient facilities for acquiring medical and surgical knowledge, as well as of contagious diseases, diseases of women and children, and diseases of the eye. In that opinion I am corroborated by the results of competitive examinations, and the positions taken there by the young men educated in Belfast. I refer to the examinations for the public medical service, and to the ready employment which those young men obtain from the general practitioners in England on account of the practical knowledge they have acquired here.

1942. Have you the power of selecting cases with a view to teaching purposes in the Royal Hospital?—As no one has a legal right to admission at the Royal Hospital, such as exists at the Workhouse, it follows that the cases most interesting and instructive to students may be selected by the authorities.

1943. Have the medical professors of Queen's College, Belfast, a retiring allowance?—Those who practice are excluded from retiring pensions, although pensions are given to the medical professors in the Scotch universities, who practice. Professors in both places being appointed by the Crown. Neither is there any retiring allowance in connexion with the Union hospital.

The Commission adjourned.

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CORK.
June 7, 1884.

FIFTH DAY—SATURDAY, JUNE 7TH, 1884.

AT QUEEN'S COLLEGE, CORK.

Present—R. P. CARTON, Esq., Q.C., Chairman.

REV. GERALD MOLLOY, D.D., F.R.U.I.; GEORGE JOHNSTONE STONEY, Esq., M.A., D.Sc., F.R.S.; Professor WILLIAM JACK, LL.D.; and Deputy Surgeon-General JEFFERY A. MARSTON, M.D.; with N. D. MURPHY, Junr., Esq., Secretary.

*WILLIAM K. SULLIVAN, Esq., PH.D., D.Sc., M.R.I.A., President of Queen's College, Cork, examined.

William K Sullivan, esq., PH.D., D.Sc., M.R.I.A.

1944. CHAIRMAN.—Dr. Sullivan, you are President of this College?—Yes.

1945. How long have you been President?—Since 1873.

1946. The matriculation examination in this College seems very much the same as the matriculation examination for the Royal University?—It is to a large extent.

1947. Do you endeavour in any way to make the matriculation examination here coincide with the programme of the Royal University?—Latterly, yes.

1948. Have you any equivalent for the honours course in the Royal University at the matriculation examination?—No.

1949. Is that supplied by the entrance scholarships that are given?—Yes. I may add that Greek is in our matriculation, or was up to a very recent period.

1950. When you say "was up to a very recent period," I find in the calendar for this year, 1884-85, that Greek is still retained as one of the subjects?—Yes.

1951. How do you mean to qualify your answer that it was retained up to a very recent period?—Because men come to us with the matriculation paper of the Royal University and we accept them, though Greek is not necessarily one of the subjects.

1952. Students come to you with the matriculation paper of the Royal University. What do you mean by that?—We accept them as students.

1953. When they matriculate in the Royal University you admit them *ad eundem*?—Yes.

1954. Are the courses in Queen's College made to correspond with the courses in the Royal University?—To a large extent. In fact the courses in the Royal University were partly framed upon the lines of the Queen's University—indeed to a considerable extent, except in the mere hooks.

1955. To put it in another way, a student reading either your second, third, or fourth year's course ought to be able at the end of the course to go up for the corresponding examination of the Royal University?—Yes, now.

1956. How long ago is it that you apply the word "now" to?—Because within the last year or two we have been gradually endeavouring to bring our system into harmony with the other. We could not do it at once, the curriculum being always arranged at least one year in advance, and before the very sudden change was effected we had not an opportunity of making any change in our programme then published and circulated.

1957. But you are endeavouring to work the two systems into harmony?—Yes.

1958. I observe in the calendar that in addition to the usual or ordinary classes there are what are called optional classes?—Yes.

1959. Are they largely availed of by the students in the different years of arts study?—To some extent.

1960. Could you give the Commission any idea of the extent to which the students in the different years of arts attend the optional classes as distinct from the ordinary?—I think you will get that better from the professors, especially from the Registrar.

1961. What examination in arts must be passed by a medical student in this College?—If he intends to get his qualifications from one of the Licensing Corporations other than the university he passes the matriculation examination.

1962. And the matriculation only?—And the matriculation only.

1963. He must pass the first examination in arts?—He must, of the Royal University, if he wishes to graduate in the Royal University.

1964. In the faculty of law what examination in arts is it compulsory for a student to pass?—There are two classes of students in law. Anyone who wishes to go through a full course in law must be a graduate in arts. That was the old rule. Now of course in the same way that the senior scholarships in arts are awarded, the senior scholar in law must spend a certain time in the College, and pass the sessional examination in the same way that he would have to do in the Queen's University.

1965. But to fit himself to go in for the LL.B. or LL.D., what course in arts must he follow here?—In that case he must follow the university course laid down. I was about to say there was another class of law students, the solicitors' apprentices, who are practically non-matriculated students, and come here for the law lectures simply in order to go to their profession.

1966. Are the examinations in law here received by the Incorporated Society in Dublin?—Yes, to some extent.

1967. Passing an examination here in law will not dispense with their examination?—No. It is only as a preparation, the examinations here are acknowledged.

1968. Have you many students of that class attending the lectures of the law professor?—The number must necessarily be very small. At the present moment there are not more than twenty apprentices in Cork; but we generally have had a fair number of them.

1969. Looking at the law school, the numbers are more attenuated still. Does the bulk of the students attending the law class consist of gentlemen preparing for the solicitor's profession?—I should say the bulk do.

1970. And they are not matriculated?—Some of them are graduates, but the law class of course would be open to any solicitor's apprentice without matriculation.

1971. Do non-matriculated students who are solicitors' apprentices avail themselves of the law school?—They do.

1972. In the faculty of engineering, what course in arts is considered compulsory?—If the student is simply to be an engineer, he omits all classics, but he takes a higher course in mathematics.

1973. But he must matriculate?—Yes.

1974. He has to pass certain examinations in the Royal University?—Yes.

1975. Cannot he attend the engineering classes here if a non-matriculated student?—He can; but in that division scarcely any non-matriculated students ever attended. Nearly all the students who attend the engineering class are matriculated students.

1976. As to the scholarships, what conditions must be fulfilled by a student before he can present himself for an entrance scholarship?—He must have matriculated

* See Appendix III. B.—No. 21.

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or produced the matriculation paper of some other university.

1977. When is the examination for entrance scholarship held?—Immediately after the matriculation.

1978. When is the examination for the second year's scholarship?—The scholarship examinations are generally held at the same period after the matriculation each year.

1979. That is the end of October or beginning of November?—The end of October. The calendar of the year gives the date at which those examinations take place. They are all fixed previously by the Council.

1980. At what page?—Page 44 of this year's calendar for next session.

1981. Are those about the same dates that they always have been?—Yes, generally speaking.

1982. Are they earlier or later?—About the same period.

1983. Are not these all subsequent to the examinations in the Royal University?—I should say they are.

1984. The scholarships which are competed for at the end of the first year are, according to the calendar, tenable for two years?—At the end of the first year, *i.e.*, what are called the second and third, they are tenable for two years.

1985. What conditions must a student fulfil to entitle him to compete for one of those scholarships?—He must have attended the courses in the College for the preceding year and passed the sessional examinations.

1986. Do you give the sessional certificate at the end of the year?—There is no certificate issued, but the fact is recorded on our books. Every man's name appears on the minutes of the Council when he fulfils those conditions.

1987. We found in Belfast they were in the habit of giving the certificate at the end of the year. He must, at all events, have attended the course through and passed the several examinations in that year?—He must. The Council meet and discuss the returns from each class. Then they go over the whole to ascertain who have fulfilled the conditions, and those who have are promoted to be second year's students, and they are then entitled, under those conditions, to go in for the examinations for the second year's scholarship.

1988. I find in the appendix to your Report for the years 1882–83, page 10, you have a table which shows the academic standing, according to faculties, of the matriculated students in the College?—Yes.

1989. In the faculty of arts for the first year there were fourteen?—Yes.

1990. Have you any means of telling the Commission how many of the fourteen had passed the sessional examinations to be eligible to compete for scholarships at the end of the year?—In the first year.

1991. Yes. There were fourteen at the beginning of the year and there would be a certain number entitled to compete for the scholarship?—The number eleven in the second year indicates the number promoted.

1992. Does it mean that eleven out of the fourteen passed through the regular course in the first year and passed their examinations in that year?—A man may have come here *ad eundem* from another place, and others of the fourteen may not come here at all. They may have left the College.

1993. I want to get information similar to what was published in the calendar of Queen's College, Belfast, namely, a list of the students in each year who passed their sessional examinations, and were entitled to get a certificate?—That is the list. Those lists are constructed upon the same plan in the three Colleges and published in the same form. You may take it that the number eleven in the second year represents the number who would then be entitled to compete at that examination.

1994. There were fourteen students altogether in the first year?—Yes.

1995. They would furnish the crop for the competitors at the end of the year?—Certainly.

1996. Have we any means of ascertaining how many of the fourteen passed through the necessary ordeal?—I should say all the eleven passed through, or they would not appear in the second year as students

1997. In the same way the eleven of the third year?—The eleven of the third year would, of course, correspond with the second because they would be the same men.

1998. Not necessarily. A man might drop away?—Generally speaking, not at that period. Of course it might happen.

1999. You say eleven in the third year. There are twelve in the fourth year. How does that happen—the number ought to be the same or less?—No, because the fourth year's students are generally students who graduated. They are graduates. The course of arts being three years, any man who appears in the fourth is a graduate, or has passed through a course which would have entitled him in the Queen's University to go up for graduation.

2000. In the return you have furnished us you have given us the number of students in the last five academical years who competed for the different scholarships and the number of scholarships awarded. If you look at Table VI. (2), p. 6, you will observe that in 1880 and 1881 there were six scholarships awarded?—Yes

2001. On reading the calendar it would appear that there were only five scholarships for each year. Can you explain how it was that six came to be awarded in one year?—There are ten scholarships.

2002. The table purports to be a return in answer to this requisition—"The number of students who competed in each of the last five academical years for the five entrance scholarships in science (£24 each for one year), and the number of such scholarships awarded"?—We have the power under our statutes of awarding a sixth, transferring it from the literary side if there is sufficient merit. We have, in fact, the disposal of the funds for such a purpose within certain limits.

2003. That is if you find on the literary side there is not sufficient merit to award the full number you have power to transfer the superfluous scholarship to the science side?—Yes; there happened to be in that year a very large number of good men in mathematics.

2004. Of course the professors will be able to tell us the system of marking, and the manner in which the examinations are conducted?—Yes. The Council award all the scholarships.

2005. Of course the Council act on the reports of the examiners?—They do.

2006. And the reports of the examiners are founded on the marks they give the students?—Yes

2007. Would you rather we would ask the different professors their mode of marking than ask you?—The only thing I can give information on would be the action of the Council upon the reports of the professors, but I think that would even be better done by the Registrar.

2008. Are the marks preserved, as a matter of fact, or are they destroyed at the end of each examination?—I do not know whether the Registrar has kept them. We generally preserve every document.

[The Registrar (Professor *Jack*).—They are all preserved.]

2009. Rev. Dr. MOLLOY.—With regard to the matriculation examination, can you inform the Commission whether the standard of the matriculation has been raised or not since the date of the last Commission, which sat in 1857?—I should think so; I was not here at that time, but I assume that it was, and I know that it was.

2010. It is higher now than it was then?—Certainly. It has been greatly improved, of course, according as the education of the province has improved, and that is not very much, I am sorry to say.

2011. Then you think that although it has been raised it has not been much raised?—I did not say that?—You had better get that from the Registrar,

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CORK.
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William K. Sullivan, esq., PH.D., D.Sc., M.R.I.A.

who has been here since that time. I can only answer within the period I have been President.

2012. The Calendar of 1884–85 represents what it is at present?—Yes.

2013. The recommendation made by the Commission of 1858 was, that the standard should be raised in all the Queen's Colleges to the original standard fixed by the College Boards. Perhaps you do not know exactly whether that has been done or not?—I cannot say; but I attach very little importance to these standards, as a matter of fact.

2014. The programme of matriculation at present in this College is not the same as the one in Belfast?—Not necessarily. We are an independent body.

2015. I find that in the Calendar for Belfast, in the subject of Latin, a number of books are given which correspond substantially with the list of books given in your Calendar, but that in Belfast a student must present two of those books, while in your College Calendar it is only necessary to present one?—I believe as high an examination can be made on one book as on ten. I attach very little importance to the number of books.

2016. But suppose one student knows two books, whilst another knows only one, I suppose the student who knows two books knows more literature than the student who knows only one?—If it is to be assumed that he does know the two, and the other knows only one. That is not the assumption. If one is prescribed it does not follow that the student examined knows one book only, and does not know the other too. I know that a great educational master—Cardinal Newman—would attach very little importance to knowledge of that kind—to the number of books.

2017. In point of fact, a student with you can pass the matriculation examination by presenting one book?—Certainly.

2018. That is also the case in Greek?—Yes.

2019. I find, in the Calendar of the Queen's College, Belfast, that a student is required to translate English into Latin. I do not find that requirement in your Calendar. Is that the case—do you require a student to translate English into Latin?—Not necessarily.

2020. I find also, with regard to English, that your programme requires grammar, composition, and geography. In Belfast I find in the College Calendar that they require a student to present a book—an English classical author—and they examine him upon it?—I suppose that difference exists.

2021. Then do you not think, as regards the extent of knowledge required in the students, that the programme of your matriculation examination is lower than the programme of the Belfast College?—I do not think so. I think it is an entire matter of the mode of conducting the examination.

2022. But, supposing the mode of examination equally good in the two colleges, would you not consider that the programme which requires a greater extent of knowledge is a higher programme than the one which requires a less extent?—I am not aware that the programme requires a greater extent of knowledge. I have not looked into them to institute a comparison between the two; but the statement you have made does not imply a greater amount of knowlege acquired. There may be two books prescribed, but the examiners in Latin may be more severe in the one book than in the two. It may be the same in the English. A man examined in English may be really taken over a wider course in our examination than where a particular book is prescribed. The Belfast system adapts itself better to cramming; our system better answers to extract what a man knows.

2023. I make the supposition that the extent of subjects in which the student is examined is greater in one case than in the other?—As regards English, I cannot say. In one case he is supposed to be examined in English, in the other he only adds a prescribed book. In one case he may be taken over that book, and probably others.

2024. In one case the programme is grammar and composition; in the other it is grammar, composition, and a classical author. Is not the latter more extensive than the former?—No. It may be carried to a much greater extent, because in our case he is bound to write an essay, which is much more important.

2025. Taking the programme as it is, do you think that a student who passes your matriculation examination is fairly competent to enter upon a course of university education?—Yes, if he is a collegiate student. The object of a matriculation examination in a college must always be kept distinct from the matriculation of an examining board. In the one case the examination is to ascertain whether the student is fit to go in for the work of the college, in the other it is a measure, in fact, of his knowledge then and there.

2026. You think if he remains after passing your matriculation examination he is fairly competent to follow a course of university study?—Certainly.

2027. I find in your Report for the academic session 1880-81, page 7, the following passage:—

"Students come so badly prepared in what may be called the ordinary instruments of thought, and in ancient and modern languages—in a word, in every part of school-work, that they follow the University course only in a limping and unsatisfactory manner, and much time is lost before a large number of students learn how to properly work. The professor is consequently obliged either to lecture over the heads of a large part of his class, or to divide it into the instructed and uninstructed, a method which entails much additional labour upon him, and which lowers and impairs the effectiveness and quality of his teaching."

Do you think the students thus described are fairly competent to read the University course to which reference has been made?—I think the previous statements I have made are quite consistent with this. This is a general statement of the condition of education in the province of Munster, and of the mode in which a student is taught in the schools, and we have to depend upon them. A man comes here with a prescribed amount of Greek and Latin, but the quality of the knowledge he possesses is very different from what it ought to be. The same with mathematics. He very often has to unlearn a great deal of what he had previously learned before he is really properly working into a university course. I think the statements are both perfectly consistent.

2028. I understand you to say that the condition of the schools of Munster is very unsatisfactory?—Very unsatisfactory.

2029. And that, therefore, the students who come here are of that quality which is described in this paragraph?—Well, I would not say they are all of that quality, either the schools or the students. That is a general description of our difficulties, which difficulties affect us.

2030. The question I ask is this: Are the students you have thus described fairly competent to commence a university course?—I think a university course is a course adapted for each locality. To a large extent the same observations might be made, and have been made, of the University of Edinburgh, the University of Glasgow, and the University of Aberdeen, but nobody thinks of taking the statements which are made in these reports to the letter. It means simply that the state of education is extremely low, and that the teaching is bad and ineffective.

2031. Professor JACK.—The preliminary teaching?—The preliminary teaching. We have to do as the Universities of Edinburgh, Glasgow, and Aberdeen have done. We have to do, with the materials we get, the best we can, and the manner in which the students of this College have distinguished themselves is proof that the material has been well wrought here.

2032. Rev. Dr. MOLLOY.—If the students are of the

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William K. Sullivan, esq., PH.D., D.Sc., M.R.I.A.

quality you here describe, why do you admit them? Is it because they are the best you can get?—They are the only ones we get—the only ones which come here—that is plain enough. It is not to be assumed that every man who comes here is that. We occasionally get good men, too.

2033. It appears from the calendar there are thirty junior scholarships in arts and seven senior scholarships?—I would like to say, with regard to these thirty, that they are really only ten when compared with scholarships elsewhere. In other places scholarships last for three years—in the Royal University for three—almost everywhere for three. Unfortunately they have been called scholarships with us, whereas they are exhibitions. At least those of the first year are only exhibitions, and if the scholarships were counted three years' scholarships they would be only ten.

2034. There are ten given at entrance which last for one year, and ten given at the beginning of the second year, which last for two years?—Exactly.

2035. So, as a matter of fact, there are twenty?—As a matter of fact, if we count them on the standard of other places, there are only ten.

2036. In the calendar of 1884-85 it is stated of the junior scholarships that there are thirty of the value of £24 appropriated to the faculty of arts. That is correct in the sense in which it is put down in the calendar?—Yes.

2037. And seven senior scholarships of £40 each are appropriated to the faculty of arts. That is correct in the sense in which it is put down in the calendar?—Certainly.

2038. How many students in arts had you during the past year? I find from the return twelve matriculated students of the Royal University are set down as reading the first year's course; seven as reading the second year's course, ten as reading the third year's course, and seven students did not matriculate in any university?—The returns, of course, are correct, so far as the Royal University is concerned.

2039. I find then that there are twenty-nine undergraduate students in arts matriculated in the Royal University, and seven not matriculated—that is, altogether, twenty-nine university students, and seven not university students?—The actual total number of students in the faculty of arts would be thirty-nine, according to the numbers before me.

2040. I am speaking of those in the first three years course up to the B.A. degree, and I find on the return twenty-nine matriculated students and seven non-matriculated students?—That is not matriculated in the Royal University.

2041. Therefore, if we take only matriculated students, you have thirty scholarships for twenty-nine students; and if we take all matriculated and non-matriculated, you have thirty scholarships for thirty-six students?—I make a great distinction between the two. For we must recognize three classes of students—students matriculated in the Royal University, or *ad eundem*, from the London University or elsewhere; students we matriculate, and who did not matriculate in the Royal University, and the non-matriculated student who passes no examination.

2042. Are they eligible for scholarships?—No.

2043. Take the first two classes then and add them together, and they come to thirty-six. For these you have, in reality, thirty scholarships?—Yes; if there be thirty-six students and thirty scholarships, the numbers are clear.

2044. With regard to the seven senior scholarships, it was stated by the Chief Secretary in the House of Commons, that they are available for graduates?—For graduates and anyone else who has passed a course of three years, which was equivalent to graduating in the Queen's University.

2045. How many students are there at present enjoying these seven senior scholarships in arts?—Four.

2046. In your report for the Session 1880-81, page 8, I find the passage:—

"The standard adopted in a university or college, according to which honours, scholarships, and other prizes are awarded, must, of course, be largely influenced—first, by the state of education in the district from which the students are drawn; in other words, by the extent and quality of the work of the schools; and, secondly, by the number of competitors. . . . If the number of competitors is not greater than the number of prizes, or even falls short of it, the standard would be determined by the knowledge of the lowest candidate, unless a pre-determined minimum were fixed. . . . But the College Council have always taken care to fix a minimum."

What is the minimum at present fixed by the Council for scholarships?—The fixing of the minimum is done on the spot. We have no fixed minimum from year to year, because that would be absurd. It would not make allowances for the growth of science, for changes of any kind, and for the improvement of education. We take the answering given to us, and judge of the total merit of the men, and then on that proportion we fix the minimum, below which we will not award a scholarship.

2047. That is, it is fixed after seeing the examination papers and the reports of the professors?—Certainly.

2048. But in your report you say the standard would be determined by the knowledge of the lowest candidate, unless a pre-determined minimum were fixed. It appears now there is not a pre-determined minimum, but a post-determined minimum?—Not absolutely fixed, but we had it in our own minds. We sit together and discuss the matter, and then and there do it, and the best proof we do it carefully is, that we have not awarded the scholarships when there was not sufficient merit.

2049. Am I right in understanding there is not a fixed minimum of marks which a student must get in order to obtain a scholarship?—Marks are things which do very well for examining boards, but the notion of fixing standards of merit in a collegiate system by them is not one I would advocate.

2050. Look at the return you have furnished, at page 6, under the first heading:—The literary scholarships at entrance in the year 1882. There were five literary scholarships offered to competition, the number of competitors was two, and the number of scholarships awarded was two. Now I would ask you to explain to the Commission how the principle laid down in your report was applied in that case. You say the standard would be determined by the knowledge of the lowest candidate, unless a pre-determined minimum was fixed?—I believe in that case that the number of candidates by no means is the measure of the standard of knowledge, because at least in the second and third year's scholarships the number of competitors is greatly diminished as the period advances.

2051. I am speaking of entrance scholarships?—In that case we probably found that the two men who came forward were worthy of scholarships.

2052. How about the pre-determined minimum, then?—That pre-determined minimum was the minimum with reference to which I speak. We did not award the scholarships unless the pre-determined minimum was passed. That is to be assumed, or we would not have awarded them.

2053. I take it if a student passes the matriculation examination of the Royal University, and presents himself here, he is admitted as a student of this College?—Yes; as all university students.

2054. The matriculation examination of the Royal University is held at local centres?—Yes.

2055. That is true both for the pass examination and for the honour examination?—I believe it is for the honour; for the pass it certainly is.

2056. The student therefore examined at the matriculation examination of the Royal University at a local centre can gain honours and exhibitions in the Royal University?—He can.

2057. This College is a local centre?—The College is not a local centre, but Cork is a local centre, and we give the College for the purpose.

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Cork.
June 7, 1884.

William K. Sullivan, esq., PH.D., D.SC., M.R.I.A.

2058. Take the Calendar of Queen's College, Cork, for 1884-85, page 166. Look at the list of scholars for the first year's entrance scholarships in literature and science. Are you in a position to inform the Commission whether those students passed the matriculation examination of the Royal University, and whether they gained honours at that examination?—I think that is a matter which concerns the Royal University. I do not inquire into it. It is not a matter I have any necessity to inquire into, and I never have inquired into it as a matter of fact, and I do not always have the means of doing it. It is only within the last month I received from the Royal University any documents which would enable me to do it.

2059. But you now have the documents?—Yes; but I did not consider it my business to go into a question of that kind. I suppose it could be done by a comparison, and I am sure that if that question had been asked in one of the returns the Registrar would have been glad to furnish an answer.

2060. I have myself compared the returns. I should not like to give you any unnecessary trouble in comparing them, but if I am to use the result of my comparison I think it right you should have an opportunity of getting the College authorities to correct any error into which I may have fallen. I find that you have one literary scholar and five science scholars at entrance in 1883?—Yes.

2061. Then I find that the literary scholar got no honour of any kind at the matriculation examination of the Royal University?—It is quite possible.

2062. None of the science scholars got any honours in mathematics, as far as I have been able to find. But the one whose name is first on the list got twenty-third place in French. Beyond that I have not been able to find his name in the honour list of the first year? Have you compared the course of the scholarship with the course in the Royal?—Are they concurrent?

2063. I should like to be quite frank, but I do not think it would be right, perhaps, for me to answer questions?—I merely asked that because it is a matter of importance. The two courses are not the same. The College course includes trigonometry.

2064. The question at present is about the fact. We shall be quite ready to hear explanations, but I want first to ascertain whether, as a matter of fact, any of your entrance scholars in science did obtain honours at the matriculation examination of the Royal University?—I accept your statement of the facts, because I have not compared the lists. You have compared them; I have not, and I accept your statement.

2065. I have read the statement with the view of giving an opportunity, in case I have made any error, of having it corrected?—I do not dispute the matter at all. I did not attempt it myself, because I could not conceive it to be part of my duty at all to do so; but I accept your statement as a fact.

2066. In the list of entrance scholars of 1882–83, page 165, there are two scholars in literature and seven in science. The two scholars in literature also obtained scholarships in science?—They were entitled to them by their answering.

2067. But, according to the College regulation, a student cannot hold two scholarships in one year unless his name appears first on both lists?—Yes.

2068. Perhaps I may make the same statement here. I have examined the lists of the Royal University, and I find that no scholar in literature obtained an honour in the subjects of the literary scholarship or any other subject, and if this is wrong it can be corrected later on. I find of the scholars in science that two obtained honours at the matriculation examination of the Royal University—both in mathematics. Here is the name which appears first. He got second-class honours—ninth place in mathematics. The other is the name which appears third; he got nineteenth place in mathematics out of twenty to whom honours were awarded. If my comparison is wrong I should be very glad to have it corrected?—I assume you have made it correctly.

2069. I am liable to make mistakes?—But I should remind you there is no very great inducement for a student of the College to go in for honours at the Royal University, seeing that if he won, and goes to the expense of doing it, he gets nothing by it. The amount of his scholarship in Cork, if he win it, is taken from him. Therefore he prefers taking a scholarship here, going in for trigonometry and other things, and is quite satisfied with a pass in the Royal University.

2070. I understand you to say a student has no inducement to compete for the honours of the Royal University, first, on account of the expense, and secondly, because if he won an exhibition it would not be paid if he has a scholarship in Cork?—Yes.

2071. With regard to the expense, is not the matriculation examination held at the local centres?—Yes.

2072. Therefore as regards the entrance scholars of 1882, there would have been no extra expense?—If a student is preparing for the Royal University and for a scholarship here he will have to get some additional teaching, which he has to pay for. He prefers paying for one. He has to attend his lectures, and he throws up the scholarship in the Royal University.

2073. You say if he got an exhibition in the Royal University, and afterwards got a scholarship in the Queen's College, the money would not be paid? Is that correct?—I think it is.

2074. We have been informed in Belfast he could hold both, and students have been paid for both in full. It has been done in some cases?—It is done without the knowledge of the Standing Committee of the Royal University, of which I am a member, and I am not aware of any case of it. We have done what we could to prevent that being carried on, and although I would not say it has not occurred, I am pretty sure, as far as this College is concerned, it has not occurred.

2075. CHAIRMAN.—Do you understand Dr. Molloy to refer to an exhibition won first in the Royal University, and then a scholarship won here?—The man who intends to come here for a scholarship will not take the trouble to go there.

2076. Suppose the examination of the Royal University is prior in point of time to the scholarship examination here. Assuming your student wins an exhibition in the Royal University examination, and six weeks or two months afterwards wins a scholarship here?—It is not two months.

2077. Well a fortnight afterwards, do you say there is anything in point of law to prevent a student holding both?—If he had won it before the payment was made he would not get it.

2078. Rev. Dr. MOLLOY.—What prevents him from getting it?—The Secretaries would look sharply after it.

2079. CHAIRMAN.—Under the law as it at present stands they have a perfect right to it. We got no less than twelve instances in Belfast in which the two honours and rewards were held in one year?—It shows how very lax it is.

2080. Rev. Dr. MOLLOY.—Is there anything in the statutes of the Royal University to prevent it?—The belief exists at all events. I am a member of the standing committee, and it was my belief up to this. It is the belief of the students here, and they have acted upon it. They are more "canny" in the North.

2081. Do you know, as a matter of fact, whether there is any provision in the statutes of the Royal University to prevent it?—That is a question of law, and I am only telling you my impression. I always assumed that it was so.

2082. CHAIRMAN.—Are we to take it that in this College such a thing never occurred?—I am not aware it occurred. I know this has occurred—that one student who could have attained the thing and got the honours did not take the trouble of doing so, because he held the opinion I have stated.

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2083. Rev. Dr. MOLLOY.—I will read the provision of the Act of Parliament, section 9, subsection 4 :—

"Provision shall be made that no student holding any exhibition, scholarship, fellowship, or other similar prize, in any other university, or in any college attached to a university, or in any college endowed with public money, shall hold any of the said exhibitions, scholarships, fellowships, or other prizes in the university, to be created by the said charter, without taking the value of such previous exhibition, scholarship, fellowship, or other similar prize into account."

Your scholarships were awarded subsequently to the exhibitions of the Royal University. If they were awarded previously, then the exhibitions of the Royal University could not have been paid in full; but by what I may call a lucky arrangement they are awarded subsequently, and therefore they are not a previous exhibition, scholarship, or prize?—I am glad the law has been pointed out. We read the Act of Parliament without looking very closely into it.

2084. CHAIRMAN.—Would you be surprised to hear that in 1882 two of your students did that, and in 1883 two more did it?—I would not be surprised at anything.

2085. The "cannyness" therefore is not confined to the North of Ireland?—Probably they belong to the North.

2086. In 1882 John Kearney got £20 in the Royal University, and John Kearney got also in the same year and in the same subject an exhibition in the College?—In the same subject.

2087. In the Royal University he got £20 on the second medical examination, and in this college he got a scholarship on the third?—That would make a very great difference. The subjects are not the same.

2088. It is rather beside the question. The question is whether he got paid the two prizes?—That I could not tell.

2089. In the same way Mr. Gorsuch got £20 in the Royal University, and also in the same year an exhibition in the College?—Not in the same subject.

2090. In the medical course?—The medical course of the third year is different to the second, and our plea is this, that the students find out the loopholes better than I do or than others. We have not altered the period of our examinations nor the system of them in consequence of the Royal University. We have not changed anything.

2091. Rev. Dr. MOLLOY.—The point from which we started is this, you explained that the scholars upon your list did not get honours at the Royal University, because the honours would be of no use to them, inasmuch as if they gained an exhibition it would not be paid. Now it appears if they got an exhibition it would be paid?—There is one man whom we do know of, whose mind it influenced not to go in for honours. We could give evidence of that, and it is quite enough if that belief exists among the students.

2092. You stated that those who got it probably came from the North. Do many come from the North?—Not many; but some come here because their fathers are Presbyterian clergymen, or they come as army men and others. We occasionally get men who are not belonging to the North in the strict sense of the word, but who came from the North. They are resident here.

2093. I find the first on the list of literary scholars comes from the Academical Institute, Coleraine, in the year 1882–83?—In the first year R. J. Duffin.

2094. And the first on the list of science scholars also comes from the Academical Institute, Coleraine?—Yes.

2095. And the fourth on the list of science scholars comes from Dover?—Yes; but all those are resident here. They have gone through their course here, and they either reside here or some member of their family had been here before, and sent them here. The brother of John D. Lockhart, one of the science scholars, went through the whole course here, and he naturally sent his brother.

2096. From Coleraine?—Yes. He was there at school; but these men are as fully residents of the city as I am myself.

2097. During their college course?—Yes.

2098. Look at the third name on the list of science scholars in October, 1882?—John B. Smith.

2099. Was he a matriculated student of the Royal University when he got this scholarship?—I could not say.

2100. I find his name as having matriculated in the Royal University in October, 1883. Therefore I may infer he was not a matriculated student in October, 1882?—I should say not.

2101. Therefore when he came up for examination to the Royal University in October, 1883, he had been already a student in this college of one year's standing, holding a science scholarship?—I dare say. You have the facts before you; I have not.

2102. I find that he did take the honour papers and presented himself for honours and received honours, his place amongst students matriculating being nineteenth out of twenty to whom honours were awarded. If that statement is not correct I should be glad if it were corrected?—I accept it as correct.

2103. Look at the fifth name. Do you know was he matriculated in the Royal University in 1882?—I have not compared these names.

2104. I find his name (I may be wrong, but I can be corrected) on the matriculation list of the Royal University for October, 1883, and he got a scholarship here at entrance in October, 1882. I therefore take it that when entering himself for matriculation at the Royal University he was a science scholar of one year's standing at this college, and I find that his name does not appear on the list of honour students at matriculation. His name is James J. Tracy, the last on the list?—He is perfectly entitled to do this.

2105. Perfectly entitled; but the question is about the standard of knowledge required in these subjects. Can you say how many students from this college passed the first university examination of the Royal University in October, 1883?—I think that was one of the questions that was asked in the application for returns.

2106. [How many students in this college actually passed the first university examination in arts, last October?—*The Registrar* (*Alexander Jack, esq.*, M.A.) —The list is given in my return.

2107. The list given in your return is a list of the students of the Royal University who have passed the first university examination and are now reading in the college the course for the second university examination in arts?—There are others who are reading in medicine.

2108. What I want to know is how many students from this College actually passed the first university examination in arts last October?—It would not be very easy to make that out, because, as our return stands the list includes men who have not actually passed the first university examination, but who are in a position to enable them to go on without having passed it.

2109. Take the return sheet of the Royal University and look out for all the students who came from Queen's College, Cork?—I will do it against Monday. A large proportion of our students have not done that up to the present time.

2110. They must pass that examination in order to advance?—No, a great number are in a position not to be required to do it.]

2111. Dr. STONEY.—Would not the efficiency of the College be brought out more strongly if several of its students who left the College well educated had come to it less prepared than they do to other Universities?—Certainly.

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CORK.
June 7, 1884.
William K. Sullivan, esq., PH.D., D.SC., M.R.I.A.

2112. Are the opportunities for such preparation as great in the south of Ireland as they are in the north?—No, we have practically very few schools at all. I can show you what the facts are. I shall take the Intermediate examinations as a test. For shortness sake I shall take the number of exhibitions awarded at the Intermediate examinations together, according to provinces, and here is the result: the value of the exhibitions awarded in Leinster in 1881 amounted to £2,260, in Ulster to £1,860, in Munster to £710, with a population a little over that of Leinster, and not much behind that of Ulster. In 1882, the amounts were £1,210 in Leinster, £950 in Ulster, and £275 in Munster. In 1883, Leinster had £1,155, Ulster £770, Munster £340. I have the returns also given by order of the House of Commons recently, of the amounts of "Results fees" paid to teachers. They stood thus, in 1881, Leinster got £5,430, Munster £3,222; in 1882, Leinster got £1,973, because they had cut down the results fees, and Munster £1,138. Perhaps it would be better to give the totals for each of the three years—Leinster £9,128, Ulster £6,395, Munster £5,497, and Connaught £1,119. This is a striking example of the educational state of a province that had heretofore shown very considerable merit as is proved by the success of Munster students at Trinity College in former times when we had better scholars. It shows the low condition of our schools here, that they are not able to earn the money, nor able to earn the scholarships, and we are suffering from exactly the same state of things.

2113. Are there not in fact very few endowed schools south of Dublin as compared with those north of Dublin?—Practically there are no endowed schools in this province at all. There are only a few schools having small endowments that the Endowed Schools Commissioners have shown to exist.

2114. Those few schools in the south of Ireland are much smaller than the average endowed schools of the north of Ireland?—They are all very small, and some are inoperative.

2115. South of the Shannon I suppose there are scarcely any?—Scarcely any at all.

2116. And it is the district south of the Shannon that is practically the feeder of the College?—Yes; nearly eighty per cent. of the College come from the county and city of Cork. You have the returns in my reports. I will draw attention to the number. For instance in 1882-3, 75·7 of our students came from the county and city of Cork.

2117. Could you furnish the Commission with any information showing the success in after life attained by students who have come to this College, notwithstanding the few opportunities for previous preparation that they had?—Yes.

2118. CHAIRMAN.—I was suggesting to Dr. Stoney that that was rather a vague way of asking for an opinion, but he is going to ask for a return, such as Dr. Porter promised?—I have before me a list to show that.

2119. *Dr. STONEY.—Can you also furnish information as to the success in competitive examinations, and of examinations in other universities?—Certainly. I may mention one fact that this College, as regards medical students, is the highest of any school in the United Kingdom in the number that has passed the three Boards, Army, Navy, and India. I have the list here amounting to 1,178, and that is a test of our medical education.

2120. *Dr. MOLLOY.—A list of what?—Of the names of men who have passed for the Army, Navy, and Indian services.

2121. CHAIRMAN.—Here is what we want—a return similar to what Dr. Porter was good enough to promise to give us, Dr. Porter having offered to hand in a list of students of the College who have passed with distinction the examinations of every University or Examination Boards. The Commission would desire that he should in each case state the date at which the student left the College, and the date, so far as may be known, at which he passed such examination. What we would like to get in each case, so far as you know, would be the date at which he left the College, and the date at which the examination was passed?—There are some men who have not passed an examination, but who afterwards distinguished themselves. These would be included with the others.

2122. In the calendar that is published by you, the Queen's University Calendar, the distinctions acquired are all appended to the names of the graduates?—In very many cases they are not.

2123. *What we want to get is a list of the examinations, for instance, the Civil Service of India, or the University examination, the Army Medical examinations, and so on, where you have the materials to give us. We would want the date of leaving the College and the date when the examination was passed. In other words, we want to see what interval of time elapsed between a man leaving the College and going up for his examinations?—In the case of the medical examinations they passed immediately.

2124. The secretary will give you a form of the return we want. In so far as we want the information he will give it?—Yes.

2125. Dr. STONEY.—Do you consider that the success of the students of the College in after life is a marked evidence of the success of the education in the College?—Most certainly. I have not the slightest doubt of it, and, in fact, I was going to point out that in many respects such a return as that I have been asked for would be very incomplete as regards the standard of teaching if I had not been able to bring out the success of three or four of the principal men in afterlife. My own brother-in-law obtained his education in this College. He is now Governor of the Mauritius. Michael Gould, a former graduate in honours, is now Administrator-General of the whole Presidency of Madras. The president of the Small Cause Court in Madras, Mr. Busteed, now on the retired list, and a number of other men of similar distinction. The present Assay Master of the Mint passed, no doubt, a medical examination in the Indian Army, but his distinction comes entirely from his scientific knowledge acquired here, which induced him to devote himself to the assay work instead of to the medical profession, in which he had the rank of surgeon-major. That is important as showing the very great success in after life of public men, as well as the mere fact of passing one single examination.

2126. Is there usually a matriculation examination in university colleges?—No.

2127. There is none in Scotland, or in the English universities of Oxford or Cambridge?—No, nor in any German university.

2128. What is the object of the matriculation examination; it is, I suppose, to ascertain the capacity and the acquirements of the students?—Nothing more.

2129. Where the opportunities of obtaining a considerable amount of acquirements in a district are small, the chief object is to ascertain the student's capacity?—Nothing more.

2130. I understand that recently a matriculation examination has been introduced into Glasgow qualifying the otherwise, I believe, universal practice, and what was previously the universal practice, in Scotland?—I believe that was one of the recommendations of the Commission. I suspect why it was introduced into Glasgow is in order to get greater uniformity in the classes.

2131. Professor JACK.—It applies only to students of a certain age, and it has been introduced within the last year.

* See Appendix III. B.—Documents No. 16.

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2132. Dr. STONEY.—Has your experience been that the capacity of students to benefit by the College has been, in the main, adequately ascertained by the matriculation examination; that it has the result shown; that they were able to profit by the education given by the College?—I think so, and it is also their progress in the College itself.

2133. You think that the matriculation examination has served its purpose?—I do.

2134. With reference to the question of the scholarships, I suppose they may be regarded either as aids to learning, or as awards for acquirements already attained?—Yes.

2135. Under the conditions of this College the former of these is the more important?—Certainly.

2136. Are such aids given in other Universities?—Yes, very largely.

2137. Are you aware that it has been estimated that £80,000 is distributed in undergraduate rewards and aids to students of the University in Oxford only?—Yes, I believe so.

2138. And that very large similar aids are given in the Scotch universities, in the University of Cambridge, and in the University of Dublin?—Yes. The faculty of arts in Aberdeen has nearly £5,000 a year. The University of Glasgow has close on £10,000—between £9,000 and £10,000 a year in the faculty of arts. And so important have they found it to have these scholarships in Aberdeen College, which is a college having some resemblance to the Irish colleges, that they have instituted a movement to found some scholarships for the medical faculty.

2139. CHAIRMAN.—There would be a kind of educational millennium if the State supplied every university scholar with £100 a year, and it certainly would aid education?—I do not know. I am not a great advocate of scholarships.

2140. *Dr. STONEY.—Have the students to whom aid of a scholarship was rendered justified the awards by making valuable progress in education during their career in college?—I have made out a list of most of the men who distinguished themselves in their career in life, and I find they were all or nearly all scholars. The number who were not scholars was very small.

2141. *CHAIRMAN.—Would you have any objection to lay that list before us?—Certainly not.

2142. Have you got it there?—I have not got it in the form in which I could give it to you; but I took the names of the different classes out.

2143. *It would be a valuable aid to us if you could hand it in?—I will as soon as possible.

2144. Dr. STONEY.—Has the small amount of those scholarships, along with such assistance as they could obtain from friends, frequently enabled students to obtain the advantages of the College which otherwise would have been beyond their reach?—I know of several cases here where the men would have to go away—they told me so themselves—but for the scholarships; and although the amount was inadequate to support them entirely it was an inducement to their friends to come to their aid, which they would not have done but for the scholarships.

2145. Very few students in arts in this college have in view the clerical profession?—Very few, indeed. We get from the Catholic side none, although there are one or two who, after having been here, joined the religious orders; but there are a few scattered clergymen of the Church of Ireland and some Presbyterians; but, as a rule, the clerical element, as regards men preparing for any of the ministries, may be said to be absent altogether.

2146. Then the object with which men take the arts course is chiefly to obtain scholastic employment, employment upon the press, success in the higher departments of the public service, and such like careers?—Altogether.

2147. There are none, or practically none, of that leisured class that seek an arts education merely as an ornament of life?—Very few.

2148. Then, with the objects that have been enumerated, no student has an inducement to join the arts classes unless he has a hope of becoming something more than a mere passman?—I know this that men who themselves have had a University education, sending their sons to medicine, have refused, when asked by me, to let them, as they called it, waste time in getting an arts education. They considered, in fact, that they were not in a position to afford it. One was an intimate friend of mine. What I have stated applies not merely to my knowledge of this locality but to that which sixteen or eighteen years in connexion with the teaching of medicine in Dublin has given me.

2149. You have explained already that the award of scholarships of the first year has been abundantly justified by the career of those students. May such students not have presented themselves for the matriculation examination in the Royal University without going in at all for honours or weighing themselves against others?—Quite so; and I think that can be very simply explained in this way. I speak generally of the undead students and all that I have mentioned applies to a large extent to medical students. They have made up their minds what course they will adopt, and owing to the passage from the Queen's University to the Royal University there was a considerable amount of confusion, and many students who might have gone to the Queen's University entered the Queen's College, giving up the idea of entering the Royal University, and then afterwards they changed their minds, and in order to qualify themselves they had to matriculate; that was an afterthought.

2150. In order to make any use of their position therefore in the matriculation lists of the Royal University, it would be necessary to ascertain whether these students sought honours?—Certainly.

2151. Allowance would also have to be made for the fact that in the Royal University they would have to compete with students coming from other parts of Ireland, in which very much greater previous preparation is within the reach of the schoolboys?—Certainly; that must be taken into account.

2152. Many students who would not have been at the time able to compete successfully with the students from other parts of Ireland, where there are better opportunities for preparation in early life, might yet show a capacity which would fit them for acquiring distinction through the training received in this college?—I may instance one man who has attained now the highest position in the Presidency of Bengal. He is a member of the Council of Bengal. He never even took a degree in the Queen's University, and when it was proposed to confer honorary degrees at its dissolution, he could not get it because he had never taken any degree at all. That is a striking instance of the fact.

2153. Rev. Dr. MOLLOY.—Please state what position he has attained?—Legal Remembrancer and Member of Council to the Lieutenant-Governor in Bengal, one of the highest positions in the Civil Service of India.

2154. Dr. STONEY.—Is there not another consideration to be taken into account, that the Royal University has been only two years in operation, that the whole state of things has been thrown into disorder, and that this disorder has not even yet been got over?—Certainly, it has not. The number of students in the Royal University for the year before last is different from what it is now. They are bewildered, waiting to see how the thing will work. This Commission ought to sit in five years hence, it would then be able to determine the real working of the new University.

2155. CHAIRMAN.—You do not mean continuously?

* See Appendix III. B.—No. 17.

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—Not continuously I should hope, for my own sake as well as yours.

2156. Dr. STONEY.—In your opinion matters are only beginning to come round, and the normal state of things has not yet been reached?—Certainly not, it could not.

2157. And any judgment formed on the existing state of things would be fallacious?—I believe thoroughly fallacious.

2158. Has the change of the system produced any confusion in the minds of the students, and in that way obstructed the working?—Yes, it has disorganised the whole College to a large extent. We had overcome the effects of the last change, and were getting into thorough good working order. The number of our students had rapidly gone up. The number of graduates had nearly multiplied by three over the average of previous times, and then came the dissolution of the University. It has been a complete disorganization of our whole system, disorganizing our own minds as well as the minds of the students.

2159. Professor JACK.—When was the last change?—There have been many changes in every Irish institution that I have been connected with for thirty years, and I have been connected with most of the new ones. When an institution is four or five years in existence it is generally pulled up to see how it is growing. There is a commission of inquiry, or an investigation of some kind. The Colleges have undergone, I think, four or five ordeals.

2160. Do you remember when the last operation of that sort took place here?—In 1876 I think it was.

2161. Dr. STONEY.—Have the regulations of the Royal University been such as in a reasonable degree to encourage students to go up to the Royal University?—Decidedly not. I think a great deal of the confusion has arisen from the Royal University not having acted justly and rightly in the matter, as other universities that I know of would have done. This is an essential point.

2162. CHAIRMAN.—We are not here sitting in judgment on the Royal University, and I am not asking you to give any opinion?—That is what I consider an essential point as explaining why it is we are in confusion.

2163. Certainly; but what I do object to is your using an expression which you ought not to use?—I did not intend to do so.

2164. We have no objection to your telling us why the students have not availed themselves of the Royal University, is because of certain regulations of the Royal University, but what I do ask you to do is to drop the adjectives?—I am quite willing to drop the adjectives. As a matter of fact I am myself a member of the governing body of that institution. Leaving out the adjectives then, in most other instances I know of when there has been a change in the existing regulations of a university, the existing students are not subjected to them. They are allowed to come in and pass examinations under the rules before the change. What the Royal University should have done and what I urged for these Colleges, was that they should have excepted us from the rule and allowed our students to come in under the old rule, but they did not do it. They did as much as possible to disorganise us. I will give you one instance of it, a very striking one indeed, it is one of the most striking cases I can give. Personally wherever I have been I endeavour to induce the students to go in for the arts course. I am sorry to say that there is one of the students of this College who has been fined forty pounds, under the regulations of the Royal University, for being an arts student—a student named William Harley Moore. He graduated in arts, and was preparing for the engineering profession. He went to the Royal University in due course, and got first honours there, and a prize of £40, but because a regulation had been made in the Royal University dating his entry into the University from the date of his matriculation, he cannot get the prize of £40 which he won. In the Queen's University that would not have operated against him. Then all our medical students in the Queen's University who get first honours were entitled to a medal and a certain sum of money. Our best men, for instance, among those from last session, I could not induce to go up. He said he could have got nothing, though he was qualified for honours. The Senate of the Queen's University applied to the Government to provide a sum of money to pay for medals and prizes for the existing students of the Queen's Colleges who might obtain honours in the Royal University under the regulations of the Queen's University, as the Royal University refused to allow them to get any money whatever. The result has been that the student, who was probably the best man of his class, declined to compete for honours. He said, "I will have the expense of going up, and I will get nothing. I cannot get the prize of the Royal University, and there is no provision to give me a prize in the University to which I belong." Under these circumstances you will find it very difficult to induce students to go in for honours of any kind, and where they are not accurately informed of the position of things, there is a general feeling of irresolution and much ignorance of the matter, as I myself confess I was ignorant on the question of the power of holding a scholarship. I always read the clause in the Act of Parliament as a bar to any student holding two money prizes together.

2165. Dr. STONEY.—Has not the inducement to students to present themselves for degrees been greatly decreased by removing the University, which had, according to their opinion, a high reputation, and substituting one whose reputation has yet to be made?—I will give you a striking instance of that. Some few of the men that we have produced in this College who have taken up scholastic work—it is not a very favourable or good profession in this country—but a few of those that have gone to England say that the degree of the Royal University is of no value whatever scholastically. Just previous to the dissolution of the Queen's University you might see in the scholastic advertisements that the Queen's University occupied a place after the University of Dublin, along with Oxford and Cambridge, and a man having a degree, with honours, from the Queen's University, was accepted in most schools in England. They have not introduced the Royal University, and, as one graduate expressed it to me, it is just so much waste-paper, but I hope that will change; it is the case with all new bodies.

2166. The degree in which the students of this College have availed themselves of the Royal University is not in your opinion an adequate test of the efficiency of the College?—Certainly not in any sense.

2167. And there are very much better tests that can be offered?—Yes, certainly.

2168. Is, in your opinion, a system of mere examination the best?——

2169. CHAIRMAN.—The majority of the Commission think you may ask the question, but I would ask Dr. Sullivan, as it is simply an expression of his opinion, to confine himself simply to "yes" or "no." We do not want a disquisition on the subject.

2170. Dr. STONEY.—Do you think that a system depending on mere examination is one that is beneficial to real mental progress?—Certainly not, especially in Ireland, if you will allow me to add that.

2171. Is it adapted to the culture that is given in this College?—No.

2172. And it is no proper measure of it?—It is no proper measure of it.

2173. Were ever at any time the degrees obtained by its students a sufficient measure of the work done at this College?—Clearly not. I have given one very striking instance of that, and in the case of engineering, which is an important department of this College,

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some of the better men we had here never took their degrees in engineering

2174. CHAIRMAN.—Were the better men the men who afterwards distinguished themselves in the practical work of life?—Yes, and especially men who distinguished themselves in India.

2175. Dr. STONEY.—The principle of this College is to improve all parts of the community. Has it fairly satisfied——?

2176. CHAIRMAN.—Do not answer that.

2177. Dr. STONEY.—Are there extensive appliances in this College for giving a very full education?—So much so that I trust the Commissioners will do the College the favour of going through to see them.

2178. CHAIRMAN.—We fully intend it, with your permission. We did so in Belfast, and with very great satisfaction indeed.

2179. Dr. STONEY.—Is this the only place in the South of Ireland where any such opportunity exists?—The only place.

2180. Then in fact it is the only opportunity that exists in the South of Ireland?—The only opportunity.

2181. Professor JACK.—I make out that there are in the College at present twenty-nine students who matriculated at the Royal University—arts students—and seven students who have not matriculated in the Royal University. Supposing those to be the figures, I suppose the seven who have not matriculated in the Royal University would probably include some who have matriculated in the Queen's University?—The seven, I should say, are all matriculated in the College. That is the reason I draw the distinction between the term non-matriculated.

2182. So the term non-matriculated would apply to students who had not matriculated either in the Queen's College, Cork or any University at all?—Non-matriculated are casual students, many of whom afterwards matriculate.

2183. At the present moment, as I understand the figures, twenty-nine students have matriculated in the Royal University, seven have not matriculated in that University, but most of them have matriculated in Queen's College, Cork?—I should say all.

2184. You are familiar with the value of both those examinations?—Yes.

2185. What is your opinion as to the indications the two examinations give as to the ability of the students for following University instruction?—I would answer that question by saying, that in the case of my own son I should prefer him to follow the course of the College, and to matriculate in it, and not in an examining Board. Allow me to add, that that is an individual opinion which I should not like all students to adopt as the rule, because I have done what I could to encourage them to go to the Royal University.

2186. There is a question I should like to ask about the return No. 2. There is a list of matriculated students of the Royal University who are now reading at the College the course for the first University examination in medicine. That is followed on page 2 by a statement that the following students who are matriculated students of the late Queen's University, and therefore matriculated students of the Royal University, have not yet passed the first University examination, and it is not known whether they purpose to do so or go to some further examination. I make out the number of those students to be thirty-nine. I understand that those students have taken no academic position at all in the University so far as these returns show, since October, 1881?—Yes.

2187. Have you any means—or perhaps some of your medical colleagues might have means—of informing the Commission what those students are doing, because I assume, as a general rule, that medical students are prosecuting medical studies with the object of becoming members of the medical profession?—Yes.

2188. Would it be possible for you or for your colleagues to state, as far as they know, whether those students are doing anything practical in the way of their profession?—Every one of them is at work at his profession.

2189. What is his plan as to how he is to obtain the licence to practise?—He will go to some of the licensing bodies.

2190. And I gather from your answer that your impression is that the bulk of the students are going for other licensing bodies?—Yes.

2191. Is there any regulation of the Royal University which has induced those students to prefer, since October, 1881, going on for other licensing bodies?—The imposition of a year in arts.

2192. Is that in your judgment the principal reason?—The principal reason.

2193. That year in arts was not imposed under the Queen's University regulations?—No, we considered that the first year in the Queen's University course gave a large arts element, and that that was sufficient without imposing the expense of an additional year on them.

2194. The imposition of a year in arts. I am not as familiar with the regulations of the Royal University as you are. I am not quite sure whether the first university examination in medicine is at all equivalent to the first examination in arts, or is it a separate thing?—Separate.

2195. First, matriculation is required?—Yes.

2196. Then they must pass the first university examination in arts pure and simple?—Yes.

2197. Then the first examination in medicine?—Yes.

2198. And then the second examination in medicine?—Yes.

2199. And then the degree?—And then the degree.

2200. The interposition of the first university examination in arts is entirely due to the Royal University?—Yes.

2201. And that is one of the principal causes of those students who obtained a place entitling them to be regarded as university students on the founding of the Royal University not going on with their studies there?—I assume that is the case.

2202. It may be possible that some gentleman connected with the medical staff can trace that out?—It may be possible.

2203. We were informed elsewhere that the effect of this regulation upon medical students was practically to impose another year of university education upon them?—Certainly.

2204. That is to say he must pay not only for the expenses of another year of medical education but he must actually spend another year of his life?—He must.

2205. Is that other year of his life imposed by other universities besides the Royal or other licensing boards?—In the University of Dublin he must be a bachelor of arts to get a B.M.

2206. So that the course adopted by the Royal University is not without precedent?—It is not without precedent.

2207. Is it consistent with your knowledge that other universities do not impose such a course?—Yes.

2208. Do licensing boards impose such a course?—No. Allow me to remark with regard to the fifth year that this system imposes, attempts have been made, and will be made, to pass the first university arts examination, and the first university examination in medicine concurrently, and that was used as an argument in favour of imposing it, but after long experience in teaching in medical schools, I say deliberately that any system of that kind would be injurious to their professional education. They will not succeed in the arts, and they will not get the proper education in the first portion of the medical course—the scientific element of it in fact, and I should do all I could to separate the work of these two in the interests of education and of the students themselves. Therefore, in any answer I have given, that explanation must be taken for the purpose of

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Cork.
June 7, 1884.

William K. Sullivan, esq., PH.D., D.Sc., M.R.I.A.

qualifying any answer to this effect, that really the effect would be five years on the medical student.

2209. I wanted to know with regard to the regulations of the Royal University—we had some evidence in Belfast as to the expense involved by some regulations of the Royal University. It was stated for instance with regard to all the examinations after the first university examination that it was requisite for the student presenting himself at these examinations to appear in Dublin for pass and for honours?—Yes, for pass and honours after the first.

2210. And for honours on the occasion of the first?—Yes.

2211. For neither pass nor honours in matriculation?—No.

2212. Nor for pass examinations on the first?—No.

2213. Evidence was laid before us stating that these examinations cost the student practically eight or ten days in Dublin?—We have been trying to diminish the time as much as possible for that very reason. The time is very considerable and it is a decided disadvantage.

2214. Then there is some difficulty in consequence of the large number of candidates and the time that is required to get out the lists. There is another attendance required when the degree is conferred?—Yes.

2215. It was stated that a student residing in the north—in Belfast—is made to pay in travelling and lodging and other expenses £25 more for his degree than one resident in Dublin. Can you speak roughly to any similar impression of yours as a resident in Cork?—So far as time is concerned it would be the same. There would be a heavier charge incurred in travelling.

2216. There was a statement made in regard to the honour examinations particularly that candidates who might conceive themselves likely from their knowledge and their academic position to obtain honours were deterred from proceeding to Dublin, unless they were likely to get an exhibition along with honours?—That is my impression, and in fact one or two students made this remark to me as an excuse for not proceeding to Dublin. One said he could not afford the expense unless he was recouped by getting an exhibition.

2217. He said he would go if he was pretty confident of getting some money by it?—Yes.

2218. But the mere honour without the money would not have tempted him?—No.

2219. I understand the students who present themselves for matriculation of the Royal University are mostly students who have not been up to that time connected with the Queen's College, Cork. Do I understand that rightly?—Up to the present the majority would be.

2220. You have not up to the present been in the habit of passing students on, I understand, to the matriculation examinations of the Royal University?—We do not do anything whatever for the matriculation examinations of the Royal University

2221. The last matriculation examination might show perhaps, it does show occasionally, I believe, a student who enters his name as from the Queen's College, Cork; but the great bulk of students who present themselves from this locality would appear at the Queen's College, Cork, after they had presented themselves for that examination?—Altogether; and I have explained the cases that occurred a while ago as cases where a medical student has changed his mind and began to think it would be an advantage to go in for the Royal University. Then not having gone in at the proper time he has changed his mind and gone in now. But as a rule we do nothing whatever for the matriculation of the Royal University.

2222. Here was a point I wanted to ascertain. In the paper showing the academic standing according to faculties, and the standing of students in the books, and the actual number of students on the books, there is a classification under 1, 2, 3, 4 year, and so on, so that when eleven students appear on the second year that is eleven out of the number who would have appeared in the first year in your previous report?—Yes.

2223. Those men who appear in the second year therefore would be those who had completed attendance and obtained sessional certificates?—Yes, being promoted, as we say.

2224. In the same way when you have eleven students appearing in the third year that would be eleven students out of the number who appeared in the second year of your previous report?—Yes.

2225. Dr. MAHAFFY.—A great many questions that I intended asking I have eliminated, because they have been pretty well threshed out. I understand the General Medical Council exacts a matriculation examination in all cases?—Yes.

2226. Do your students in the medical faculty graduate at, or get their qualifications in other places than the Royal University?—The majority get their qualifications in other places. Even in the time of the Queen's University a large number never reached the Queen's University standard.

2227. Where do they get their qualifications?—At the College of Surgeons in Dublin; at the College of Surgeons in London, and at the Colleges of Physicians and of Surgeons, Edinburgh.

2228. They do not go to London University?—Very few.

2229. I presume your classes are arranged much more for the college than for the university?—Yes.

2230. You have told us what is the educational standard required for entrance here. Do you think that the men are sufficiently advanced to benefit by the teaching here?—You mean the medical teaching?

2231. Generally the students who come to this college?—I think so. I should say the majority are.

2232. Is education, generally speaking, improving in this district, and improving very much of late years?—In Munster.

2233. Yes?—Going backwards.

2234. Is it a very rare case to your knowledge—if you have any knowledge of it—for boys coming from public schools, and going to English universities, to be unfitted to benefit at once by the teaching?—It has come to my knowledge here that several coming from English schools are not really up to the level—that is, a good many of them.

2235. Have the results at the Royal University been confirmatory or not of your own judgment where you have had an opportunity of judging of the examinations there?—I think, on the whole, no matter what the system, the best man will always be in the foremost rank.

2236. I want to know whether the results of the examinations of the Royal University have been confirmatory or not of your own judgment where you have had an opportunity of judging?—I do not like to answer the question.

2237. Have you had any opportunities of comparing the standard of education here and elsewhere—I mean personal opportunities—and, if so, could you briefly give us some of the particulars?—Here my duties of course are confined as President to acts of Council, and at the Royal University.

2238. I am not speaking of the Royal University. I am speaking of anywhere. If you think you cannot answer, or it is too big a question, please say so?—It is too big a question.

2239. You cannot answer. Do you think the means of teaching physical science here are sufficient?—I believe the means of teaching physical science are equal to what they are in any place in the United Kingdom.

2240. In looking over these returns I have been struck with the number of competitors for scholarships. They seem to be very small. Can you explain that? Is there any reason for the numbers not being larger?—The numbers are small at entrance and necessarily afterwards. They are still further diminished

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by the contests which take place individually between the students. They measure each other. I have a striking case here where two men started together. Both of them went in for the first scholarship examination and one beat the other. The beaten man did again compete with his opponent. And yet he is a man who got honours in the University, and has been since successful in life. He always followed the other man one year behind, because he had measured himself so completely with him.

2241. The relative merits are pretty soon known?—Yes.

2242. Do you think the scholarships and exhibitions are fairly distributed in the college, having in view the good of the college and the good of education generally?—I favour very much the maintenance of the proportion to the arts. I think the objects of scholarships ought to be to encourage general education. The professional education requires some stimulus in order to bring out the best men to give them something to start for, but I would not consider that the amount in that respect should be changed. As a matter of fact I may inform you that sometimes we give a good deal of the balance that stands over from scholarships in exhibitions to medical students, so that we reduce what is an apparent difference between arts and medicine.

2243. Professor JACK.—You are entitled to do that under the statutes?—Yes.

2244. Dr. MARSTON.—Am I to understand that after all the highest standard of examination would perhaps be obtained by examining a man in subjects selected by himself, and that this would be the best test, because then you would expect a thorough knowledge. Depth is one thing and extent another. I am referring to your answer as to a man being examined in one book, or two books, or many books?—That is my opinion. I will give one illustration of it. Having the power of making the arrangements in an examination I once held, I took the students into the library and opened the cases and told them to write their answers to the examination papers with the aid of all the documents which were there. I had drawn the paper with the express purpose of testing the point, and I got the same result as from previous examinations, except that the answers were better done and more accurately given.

2245. Taking the question of after-success in life, I understand you wish us to infer that while the influence of an intellectual training at a school or college is permanent, the result of an examination is simply a gauge and an imperfect gauge?—That is my opinion.

2246. That is the way you would like to put it?—Yes.

2247. Touching these scholarships you said you regarded them quite as much as aids to learning as rewards for learning?—I look upon them as aids altogether here.

2248. This is what I understand you to mean. That you get men coming here who are very promising but poor, and that they make use of these scholarships as an aid, and their subsequent successful progress shows that the aid has been turned to very good account?—It has been very strikingly illustrated in the very tables of our scholarships both in honours at the universities and in their after-success in life.

2249. There is another way of looking at the after-success in life. I suppose the ability of the individual goes for very much?—No doubt.

2250. In my experience, a man who is successful in one walk of life has such a character intellectually, or otherwise, that he would be successful in any walk of life; for instance, take yourself and your brother-in-law, I assume you would have pushed on, and you want us to infer that the scholarships are aids to young men of that kind?—Certainly.

2251. Is that exactly what you want to convey?—That is it exactly, and, joined with that, I am to understand that question with the previous one of intellectual training.

2252. After all, this is a question we have to deal with as one of educational standard. We are not talking about success in life, which may be due to many things, although this may be the start of it. It is a matter of opinion: but let us take competition with other men—have you had any of your students going up for competition in the Indian Civil Service?—Yes.

2253. And with what result?—Very good. In engineering, for example, we had five places in one year.

2254. Was that at Cooper's Hill?—No, before Cooper's Hill.

2255. I am speaking of the Indian Civil Service?—Yes; a very considerable number, I need not say that practically Ireland is thrown out of the Indian Civil Service lately, because of the reduction of the age-limit.

2256. Have you had any competition with other men?—We have had a large number. I have the names of twenty-three or twenty-four, among them some of the most distinguished men in the Civil Service of India.

2257. Do you consider the fees suitable and fair—and by suitable, I mean, are they adapted to the people from whom your students are generally drawn?—Why our fees are about the lowest I know of anywhere.

2258. You do not think the utility of the college is cramped in that respect?—Certainly not. An objection raised to the college is that its fees are too low.

2259. CHAIRMAN.—They told us in Belfast their fees were the lowest all over the world?—The fees are practically the same in the three Queen's Colleges.

2260. Dr. MARSTON.—Have you any reason to think that the utility of this college could be increased by enlarging its basis in the way of increasing its facilities for technical teaching, &c.—if so, can you indicate the way?—In the report I gave to the Technical Education Commission, I indicated that this college, while acting as a university centre, would be a capital centre for technical education likewise?—My report will come out as an Appendix to the Report in vol. iii., not yet published. You will see there the whole scheme for technical education in Ireland, which they asked me to write.

2261. You have expressed your opinion in regard to the medical faculty that the pursuit of arts and medicine concurrently is a disturbing element?—It is.

2262. Is it more than they can do?—I think it is more than they ought to do.

2263. Do you think from your varied experience in teaching that the student undertakes in the medical curriculum too much to secure real progress?—It is beginning to be overloaded. Now, a great number of things are added, and I myself have added one or two to it. At least I have advocated the addition.

2264. CHAIRMAN.—That in addition to the first university examination in arts?—No. I have always opposed that. I have never voted for an addition to that. I only speak of the curriculum itself. I advocated the addition of cases of fever, and I added mental diseases.

2265. Dr. MARSTON.—Do you think that this college, as a centre of education, attracts to itself the number of students that it should attract, taking this as the centre of an area?—No; and I have given an example in answer to another question. If we had gone on uninterruptedly as we were doing, we should have had six hundred students now.

2266. Is that a matter of opinion or a matter capable of proof?—As far as this question is concerned, it is a matter of opinion; but my opinion has been so borne out with regard to the increase before it that I

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COBH
June 7, 1884.

William K. Sullivan, esq., PH.D., D SC., M.R.I.A.

have always anticipated within one or two the exact number.

2267. Have you been diminishing in numbers or increasing of late?—We reached the highest point the year of the disturbance.

2268. What disturbance?—The dissolution of the Queen's University.

2269. Professor JACK.—That was the last disturbance?—Yes.

2270. Dr. MARSTON.—You have had a good deal of experience of Commissions?—Some years. I have been a member of two myself.

Professor JACK.—Dr. Marston asked about the preliminary examination in general required by the General Medical Council. Do they accept the certificate of a student having passed the Queen's College, Cork, matriculation examination—Yes.

2271. Could you tell me at what date did the reduction of age you spoke of with regard to the Indian Civil Service, which has cut Ireland out of the competition, take place?—I think as far as the engineering examination is concerned, it began in 1873 and was completed about 1876.

2272. Your impression would therefore be that no figures with regard to Ireland, would be of the same value after such a date as before that date?—No, you could not form any judgment whatever from the recent numbers that entered.

2273. Dr. STONEY.—I omitted to ask a question in reference to an answer you gave to Dr. Molloy, about the number of scholarships. I understood you to say that what have been described as thirty scholarships, are in reality to be regarded as ten scholarships tenable for three years?—Yes.

2274. Would not the statement include the senior scholarships also by putting it in this way, that all the arts scholarships, junior and senior, are in reality equivalent to seven scholarships tenable for four years, and three others tenable for only three years?—Yes.

2275. That would be the more correct way of stating your view?—It would.

2276. In reference to the question of a minimum being determined beforehand in any examination, such as in Scholarship examination, is not the minimum the result of the experience of the examiners, of examiners that have examined for a series of years, and thus acquired an experience as to what standard ought to be expected?—Certainly.

2277. That is in fact predetermining it?—Certainly.

2278. Rev. Dr. MOLLOY.—But in your report you say it was a predetermined minimum, fixed by the Council?—It is the Council, of course, that do it.

2279. Not each individual examiner but the Council?—It is the Council that really award the scholarships.

2280. Your words are, "but the College Council have always taken care to fix a minimum"?—Yes.

2281. You promised to give a list of 178 men who passed competitive examinations in the Army, Navy, and Civil Service as evidence of the success of the College teaching?—Yes.

2282. Did you not tell me a little before when I referred to the examinations of the Royal University, that the Royal University was only an examining board, and that you attach no importance to the examinations of an examining board?—Did I state it so absolutely as that?

2283. Certainly?—I am not disposed to make much modification.

2284. Then you do not attach any importance to this list of 178 men?—I do.

2285. Are not the examinations for the Army and Civil Service conducted by an examining board?—They are.

2286. And you attach no importance to such examinations?—For myself not much, but the world outside does, and the attacks on the Colleges are based on that very thing. Therefore I am entitled to use them though I may have another opinion myself that is not in favour of examinations. Different examiners is another important matter.

2287. You do nothing in the way of preparing students for matriculation at the Royal University?—Of course a student may come here as a non-matriculated student, and afterwards change his mind, and go in for matriculation at the Royal University, but we as a college do not pretend to prepare anyone for matriculation. It is no part of our system.

2288. Be good enough to look at the College Calendar for 1884-85, p. 165. You will see the entrance scholars of the first year in science. There are five who actually held these scholarships in 1882-83. I find that three out of these five passed the matriculation examination of the Royal University in October, 1883?—Yes, but that is an exceptional case such as that I have alluded to. Students have changed their mind, and are now going to join the system, though they did not intend to do so before. It is a transitional movement.

2289. Three of the five scholars were in reality, while holding their scholarships, preparing for their matriculation examination in the Royal University?—I cannot say that.

2290. They went up at all events?—Yes.

2291. CHAIRMAN.—I would like to know exactly how far this college would recognize the status of students in Belfast and Galway?—We take them *ad eundem*.

2292 Would you allow a student of Queen's College, Belfast, at the end of his first year, to compete for his scholarship in the same way as in Belfast?—He would before we made a little alteration.

2293. Under your present regulation, we will take a student who matriculates in the Royal University or Queen's College, Belfast. He goes through his first year in Belfast, passes his sessional examination and gets his certificate. Would he be entitled to come down here at the next scholarship examination and compete with the students of this college for these scholarships tenable for two years?—He would before the dissolution of the Queen's University. We get a Queen's letter allowing us to make some modifications with regard to the senior scholarships, but previously to that he could have come down here and competed on exactly the same term, as if he had been a student of Queen's College, Cork.

2294. But would a student, at the end of the first year, be entitled?—He would.

2295. As a matter of fact, have students in Belfast in that way come down here and competed with your students?—For the junior scholarships?

2296. For the junior?—Very rarely.

2297. But it has occurred?—It has occurred and the converse has occurred. We sent a few.

2298. Not very many, I think?—I should say not. The South of Ireland students do not go up north generally.

2299. Then as to the senior scholarships, are they in the same way open to students from Belfast?—They are not so open as they were.

2300. Professor JACK.—I notice with regard to those first entrance scholarships that at the beginning of the first year there were seventy-three candidates for the two sets of scholarships. There were fifty possible scholarships and forty-one actually awarded in the last five years. With regard to those forty-one scholarships that were awarded, could you describe generally as a member of the Council, what was the position that the Council took? This for instance is the way I would like to put it—when the different examiners in the different subjects brought forward their reports, would the Council have acted on a veto from any single examiner, if a student had failed or had come below a certain minimum of marks in the papers of that examiner, would that circumstance have induced the Council to refuse absolutely and in all circumstances the scholarship?—Yes, if there was an

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absolute want of knowledge in any one subject of the scholarship.

2301. An absolute want or an absolute minimum?—An absolute minimum, yes.

2302. That is to say, that no student would have got such a scholarship under any circumstances if, for instance, Greek being one of his subjects, and if thirty per cent. of full marks upon a Greek paper represented such a minimum, he had failed to get thirty per cent. in Greek?—I think I can recollect a man not getting it who made twenty-nine and a half.

2303. I am using the number in the most casual manner?—Yes; that is coming within one-half a mark of the lowest standard.

2304. I understand your answer to be this, that in each subject there is a minimum which the professor or examiner who reports on the subject fixes for himself, and if a student does not pass that minimum, in no circumstances will he get his scholarship?—Yes.

2305. But the Council would, of course, consider the whole of the reports of the examiners together, and they have some idea with regard to the standard which has been fixed by their own experience?—Quite so.

2306. I do not know how far they will be able to convey the results of that experience to the Commission in any numerical form?—I dare say Professor Jack, the Registrar, or Professor Armstrong, or others who have acted, would be able to express that in their joint capacity as members of the Council and professors.

Professor WILLIAM RIDGEWAY, M.A., Fellow of Gonville and Caius College, Cambridge, Professor of Greek, examined.

2307. CHAIRMAN.—You are professor of Greek in this College?—Yes.

2308. How long have you been professor of Greek?—I was appointed on the 1st November.

2309. Had you any experience of teaching in any other college before you came here?—I had, in two universities; in Trinity College, Dublin, where I graduated. I am an M.A. of Dublin University. I took pupils in Trinity College whilst I was an undergraduate, and I "conched" there regularly before I went to Cambridge. Afterwards I went to Cambridge. I am an M.A. of Cambridge, and until I came here I was coaching there for the classical tripos.

2310. You were appointed here in November?—Yes, and I entered on my duties here in January.

2311. Your experience of the College only dates from last November?—Only from January.

2312. How many pupils had you reading in your regular class since last November?—As regards regular, I want you to be clear about that.

2313. I observe in the calendar there is a distinction drawn between what is called optional classes and the other classes, which I would understand to be the regular classes which a student going through the arts course would be bound to attend?—Twelve in Cork.

2314. That is in the regular class?—Yes.

2315. How many in the optional class?—About the same number came.

2316. That is the same number reading Greek in the regular class came to the optional as well?—Yes, they came to the optional as well.

2317. Would the optional class in Greek enable a student who went through it to go in for honours at the Royal University—is the optional class so moulded that it would fit into the curriculum of the Royal University for honours?—Yes, it is.

2318. Have you conducted any examination since you came here?—I have not; but at the same time, if you allow me to say so, I am in a better position perhaps to form an opinion of what they are like by taking them constantly at lecture work, and looking through their compositions than from merely having examined them. That is a better way of knowing what men are like.

2319. We will take your view as to what you think those twelve men who have been reading with you since last November are like?—They were rather higher in standard than I expected when coming here, and I have been favourably impressed with those twelve men.

2320. Do you mean to say you had twelve men altogether?—Yes.

2321. How many in the first year?—Six.

2322. How many in the second year?—Four.

2323. And two in the third?—Yes.

2324. What kind are the six men in the first year?—They are extremely respectable. There are two or three of them very promising.

2325. What books were they reading?—"Iphigenia in Tauris"; the "Prometheus Vinctus" of Aeschylus and the "Olynthiac Orations" of Demosthenes, and they read before I came Herodotus.

2326. What kind were the men in the second year?—There are two of them very respectable indeed.

2327. And the other two?—The ordinary run of men.

2328. And the two in the third year?—Yes, they are both very good. In fact, Professor Jack will understand when I have no hesitation in saying they are good Cambridge second class for tripos. They are very respectable scholars, indeed.

2329. You are not able to give us any evidence as to the examination for scholarship?—I cannot.

2330. Or the amount of knowledge required to pass either the junior or senior scholarships examination?—I cannot.

2331. DR. STONEY.—You said that your good men, as I understood, would compare with a good second-class man in Cambridge?—Yes, with a respectable second-class man in Cambridge.

2332. The men in Cambridge have all the advantage of a much more extended education before they go there than is the case here?—They have a widely different training; there is no comparison at all. Our men have no training whatever.

2333. To reach the stage you have described was very creditable proficiency?—Extremely so.

2334. From what you have seen of the teaching, that is given in other universities and the teaching that is given in this College, would you say that the teaching that is given here is of a careful character?—I can only judge my own department. I have no means of making such a statement about the others. That is a question I can scarcely answer, except by giving a general opinion, and I am bound to say honestly that I see a large amount of zeal, and, of course, there is an unquestionable amount of ability amongst my colleagues.

2335. You were for some time a private tutor in Trinity College, Dublin?—Yes.

2336. And you were probably acquainted with the scale of marks commonly used there at the honour examinations in classics?—I am.

2337. Could you tell us what generally is about the range of marks that obtain for first class honours on the classical side, and what is the range of marks upon which second class honours are awarded?—Fifty per cent. I can only speak of my own time, and that is some years ago, but the regular rule was fifty per cent. for a first honour.

2338. What was the first of the first?—I can tell you for myself. At my Little-go I was first, and I think I got seventy-three per cent.

2339. For second honours it went from fifty per cent.?—Down to thirty.

2340. Do you happen to know what is the fact, that the corresponding limits on the science side are from thirty to thirty-five per cent. for the limit between

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CORK
June 7, 1884.

William Ridgeway, Esq., M.A.

first and second, and from twelve to fifteen between second-class honours and the men that fail to get honours?—I could not say that at all in science.

2341. Professor JACK.—Had your six first years men passed the matriculation examination?—I could not really tell you, coming in January, I am not in a position to tell you.

2342. Probably you could easily ascertain?—I could.

2343. Cast your eye over the list and notice No. I. (1)—List of the matriculated students of the Royal University now reading in the college, the course for the first examination in arts beginning with the name Wm. J. Buckley?—Yes, Wm. J. Buckley is one, and James Jackson another, but whether it is J. B. Smith or not, I cannot say.

2344. Rev. Dr. MOLLOY.—There are two Smiths in succession, which did you speak of?—My pupil spelt his name the same as the second Smith; I don't know his initials. They are both matriculated students.

2345. Professor JACK.—That is four of the men are matriculated students of the Royal University?—Yes.

2346. Look at the list I. (5). Are the other two men found there or not?—Yes, Martin Fitzgerald that is all.

2347. There would be still another student not presented?—Yes, I know his name—Ambrose.

2348. Do you happen to know whether those two men who appear there matriculated in the Queen's College, Cork, or not?—Ambrose is a matriculated student.

2349. What I mean is that those students are practically matriculated students, and therefore had some little knowledge of Greek at all events, when they came to you?—Yes.

2350. Then the six students are all matriculated students?—Yes.

2351. And therefore had some knowledge of Greek when they came to you, but the standard in the Queen's College matriculation is limited, and practically it is limited also in the Royal University, that is to say, we understand that the whole of the students commence at some position like that, but that two of the men in the same sort of position have reached in the course of three years, a place such as would be got by a tripos man in Cambridge in second-class honours?—Yes.

2352. Dr. MARSTON.—Could you tell me what is the average age of the men attending your class?—I could not.

2353. Could you tell how long the men have been here of whom you have spoken?—My only grounds for giving you information on that point is their standing as first, second, and third year's men.

2354. Dr. STONEY.—I think you mentioned that there are twelve arts men altogether taking Greek?—Yes.

2355. And of these there are eight out of the twelve whom you would regard as honour men?—I think seven at all events.

2356. And the five as pass men. Is that a larger proportion of honour men to pass men than is usual at the other universities with which you are acquainted?—Of course it is; but in the other places I have been concerned with they still maintain the laudable habit of keeping Greek. In the Royal University, by the action of that body to what, from my point of view, must be a retrograde step, they banish Greek largely, and you cannot draw the same inference. In Dublin and Cambridge, all the men who take arts degrees have to take Greek.

2357. But your students are mainly honour men?—You get a large proportion of them.

2358. The proportion of honour men is a large one—seven to five?—Yes.

2359. Professor JACK.—What, precisely, has been the action of the Royal University which has diminished the Greek?—Greek is now entirely optional.

2360. Alternative with several other languages?—Yes.

2361. Rev. Dr. MOLLOY.—You mentioned incidentally that men come here with scarcely any training whatever. Do you say that of the students of your own class or the students generally of the College?—I can only say so, dogmatically, of my own; but, from the general impression I have received here, I give it as a matter of opinion about the whole place.

2362. Then you consider the matriculation is not effective in rejecting those who have been badly trained?—I cannot say.

2363. You know the result is, that men have matriculated who have got almost no training whatever?—I was asked with regard to Cambridge when I said it, but of course they have got a certain amount of Irish school training. That is what I mean by no education whatsoever. When they come here they must know a certain amount. When I say they come with scarcely any training whatsoever, I mean in comparison with the English university students.

2364. Professor JACK.—You do not mean to offer an opinion as to the absolute amount they know?—No, only relatively.

2365. Or the absolute amount of knowledge required for the matriculation in the Royal University, or for the matriculation here?—No.

2366. But in point of fact four of your students have passed the matriculation of the Royal, and two here?—Yes.

2367. Rev. Dr. MOLLOY.—But as compared with students of Cambridge University they come here without any training whatever?—Yes.

2368. CHAIRMAN.—So far as you have been able to judge it would be better for the student, instead of coming here, to spend a year or two more at a school, and they would then be fitted to commence their academical studies?—It all depends upon what the school is like. If they were to spend their time at the schools most of them have come from, and stay there until they became gray-haired, it would make no difference.

2369. Let us suppose there is such a thing in Ireland as a good school—and my opinion is that there is not alone one, but several good schools in Ireland—would it tend more to promote their education if they had remained a little longer at the good school before they began their university course?—No; I think the sooner they come here the better.

2370. Rev. Dr. MOLLOY.—Then do I understand you to say the system at Cambridge is inferior to that here, inasmuch as they come well trained to Cambridge, and here they come with scarcely any training?—The English schoolboy gets trained from his infancy, he goes to a good junior school; then he is taught by first-rate men from fourteen or so.

2371. If there happened accidentally to be a good school in Ireland, would it be better for students who come here without any training to stay some time longer in the hypothetically good school?—Most unquestionably.

2372. CHAIRMAN.—My question was grounded on the hypothesis that there was a good school in Ireland?—That is a very doubtful hypothesis as regards Ireland.

2373. Take it there is such a thing as a good school in Ireland, do you think it would be better for the educational advancement of a young man that he should remain a year or two longer at school before he began his academical training?—I do not think so.

2374. Then you do think the system of educating men without any training whatever better than in Cambridge?—I have to deal with facts, not hypotheses. If they were to stay for ever and a day—until the Chairman's hypothetically good school is established—I would say the sooner they came here to get teaching and grounding the better.

2375. Professor JACK.—Is your experience confined to Munster or does it extend over the country?—I

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was at school in Leinster myself. I examined in a good many schools in Dublin, and I have had a good deal of experience in examining schools in Ireland, for instance at Drogheda.

2376. I do not know whether the schools practically open to the students who come here are Munster schools or not, or that it would be inconvenient for them to attend schools elsewhere?—They are confined to Munster.

2377. Dr STONEY.—In your opinion there are no schools in Ireland in which men get a training that is comparable with that obtained in the best English schools preparing for the universities?—There is no school that I know of.

2378. Dr. MARSTON.—You wish to say that your statement is a relative one, that the students would unquestionably be the better for a better training, but that the Cork training, as judged by those you have seen here, would lead you to infer that they had better come here, relatively unprepared as they are, than remain where they were. Is that what you mean?—Exactly; that is it.

Professor BUNNELL LEWIS, M.A., F.S.A., Professor of Latin, examined.

Bunnell Lewis esq., M.A., F.S.A.

2379. CHAIRMAN.—You are the Professor of Latin in this College?—Yes.

2380. How long have you been professor?—From the beginning of the College.

2381. You can speak then with a good deal of experience?—Yes.

2382. How many students had you in your Latin class during the last year?—I should say about fifteen. I do not remember the exact number of the junior class; there were four in the senior class, and I think about eight in the junior.

2383. Senior means the second year's students?—Yes, but we had this arrangement in the College for many years, that the students in Greek and Latin were not arranged strictly according to years, but if a student passed a very good examination at entrance, and for first year's scholarship we put him into the senior class, because he would waste his time in the junior.

2384. What is the average number in your class?—The average number in my class for some years before the dissolution of the Queen's University was about thirty, sometimes one or two below, sometimes above.

2385. How would they be distributed?—In pretty much the same proportion as at present, except when the third year's class was first made compulsory. For that year I had nine in it, obligatory only upon one group of students, but for a long course of years there would be from two to four students. There are generally two or three in the third year's class. It was a class for advanced students, and it was very undesirable that it should be a large one.

2386. Would that describe the numbers in the class before the dissolution of the Queen's University?—There was a small number in the third year's class, because it was only those who wanted some particular course who attended that class. There were always advanced students who required a good deal of attention from the professor, so that it was a normal and proper state of things that it should be a small class.

2387. Was it three or four?—Two or three. The rolls of the College can give exact information on that point—the class rolls which are kept in the archives of the College. You can have the most exact information with respect to every student.

2388. Do your students all pass the examinations as a rule, or do some of them drop the examinations?—The majority go in for the examinations. There may be perhaps some two or three who drop, or as the phrase is at Cambridge, "degrade." Sometimes they drop a year where they are not sufficiently well prepared, and go on again, the majority go into the class examinations. It is exceptional if they do not go in. That was the case till the dissolution of the Queen's University. It will be found now a larger proportion will not go in. There is not now the University system of having years counted. That has been broken up by the dissolution.

2389. The condition of scholarship is that the student shall have passed three examinations. In order to entitle him to go in for a scholarship at the end of the year, he must have passed the sessional examinations?—I believe so.

2390. Did you find that students for the first year, for example, would drop one or two sessional examinations, and so be disqualified at the end of the year for competing for the scholarship?—It is rarely that would happen. I have no distinct recollection about it.

2391. Speaking generally, used it to happen?—I cannot say. That is my impression.

2392. You conducted the scholarship examinations?—Yes.

2393. Are you able to tell the Commission what system you adopt for the purpose of ascertaining, first of all, the absolute merit of the first candidate; and then, the relative merits of the others?—This is common to all the departments of the College. We have a numerical system of marking, and you would get from the Registrar more exact information than I can give from memory on the subject. For instance, 100 for full marks—I go by that standard. The tradition of the College is that about one-third are required from the student to get his scholarship. I think at one time we were pretty strict in insisting on 33⅓ out of 100, but we do not count fractions. The student must get 30 marks or he will not get his scholarship, but there might be some extenuating circumstances. If a student examined in three branches showed distinguished merit in two, the Council would be disposed to be lenient. If we erred at all it would be on the side of mercy.

2394. If a man answered well in two subjects, you would not, to adopt the phrase of one of the professors of Belfast, "stand in his way"?—If he answered very badly I would; but if he was a little below the one-third, and answered well in the other two, there would possibly be a difference of opinion, and the majority of the Council would decide it. That was our general rule.

2395. But all through the different departments of the College, that was the general rule, and you took 100 as your standard?—Yes. A schedule is sent to every professor before every examination, which he has to fill up, and full marks are 100. Then if he has any system in his own mind he has to reduce it to the decimal system.

2396. Could you give the Commission any information as to what was the lowest mark on which you ever knew a scholarship has been given?—I do not know. I can add nothing to what I have said, and that is that the minimum is one-third—about thirty; and if a man is very much below that he will not get his scholarship. That is the general understanding, and has been the case for thirty years.

2397. Do you happen to have in memory any case in which there was good answering in two subjects and considerably below one-third in the third subject, and yet a scholarship was awarded?—I cannot say I remember. We have had frequent discussions on those matters with the object of doing our best for the students. If a student had passed very well in his Greek and Latin and broken down in his French, French being so much easier, we should say that man will make up his French any day, having a good foundation in his Greek and Latin, and if he is a little below the standard we let him through. The President desires me to state that the standard for the senior

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CORK.
June 7, 1884.
Bunnell Lewis, esq., M.A., F.R.A.

scholarships was forty. I was not aware of that till I remember this year it was mentioned to me. I have acted on the supposition that it was thirty, but in most cases our men have been over the thirty.

2398. The minimum is forty for the senior scholarship?—Yes, but I think the College records will show that in a great many cases the candidates have been well over the thirty.

2399. As I understand, Professor Lewis, the marks are preserved?—Yes. They are in the archives of the College. You can see the marks given to every student, for every examination.

2400. Rev. Dr. MOLLOY.—You were in the College at the time of the last Commission in 1857?—Yes. I have been here from the first, so that that covers both Commissions.

2401. Can you say whether the recommendation of the last Commission with regard to the matriculation examination has been carried out. I had better read it from the Report?—Yes, please.

"The matriculation examination is the first point of contact between the college and the school, and the only point through which the action and reaction of each on the other are being constantly communicated. This examination must therefore be always maintained at a high standard as indicating the termination of school education and the starting point of college studies. Nothing could be, we conceive, more injurious to the interests of education than a low standard of matriculation examination. We therefore recommend that the matriculation examination be maintained at the same standard as originally fixed by the Board of Colleges."

Can you say whether that recommendation was carried out or not?—I cannot speak as to details but I remember distinctly when the Board of Colleges proposed a scheme for matriculation, it was generally considered to be preposterously high, and that if it was attempted to be carried out, we should have had no students in Cork College, when it opened. It was considered to be quite wide of the mark and had to be reduced, and I think we never examined upon the scheme which the Board of Queen's Colleges promulgated. That was considered to be Utopian. I know the opinion was expressed, "If you act upon that plan you will have no students in the College."

2402. When you say it was considered preposterously high, was it considered so by those who had the working of the College in their hands?—The general public opinion at the time. I am speaking of things more than a generation ago, so I cannot speak with great accuracy.

2403. What was the Board of Colleges?—The Presidents and Vice-Presidents of the Colleges; and that Board existed for a year or two before the Colleges were opened, because there was an unwillingness on the part of the then Premier to open the Colleges at all. He wanted to shelve the scheme.

2404. When the programme was reduced in the Queen's College, Cork, was it also reduced in the Queen's College, Belfast?—That I cannot say, because they are a corporation completely separate from and independent of us, and I have no knowledge whatever.

2405. I find evidence in this Report that it was reduced in Cork, but I do not find evidence that it was reduced in Belfast?—Yes, that evidence concurs with my recollection as to Cork.

2406. It is stated it was first reduced for the convenience of the medical students and afterwards it was found convenient also to reduce it for the other students?—I have no doubt it was absolutely necessary, but we examined on a different programme from that which the Board issued.

2407. Then you are quite clear it was not restored to the original programme?—No, but changes have been made and as far as I recollect changes in the direction of making books optional, giving students a choice whether to take the "Catiline" of Sallust or the first two books of the "Æneid," instead of having it rigidly fixed. There has been some freedom to the students, but the course has not been materially more or less since the College opened.

2408. I find in the regulations of the College as set out in a short prospectus given of the Queen's College, Cork, in the Queen's University Calendar, 1881, under the head of matriculated students, "Persons intending to become matriculated students of the College in any of the faculties or departments of faculty are required to pass the matriculation examination whereby they are declared competent to pursue the course of study prescribed to students in that faculty." Do you think the students who pass the matriculation examination are competent to follow the course of the faculty with which they are associated?—I think so generally, and I think so certainly with respect to my own department. We think the Latin examination is sufficiently high for that purpose, that every student in the class is capable of understanding what I say to him. I cannot say what it is at present in Greek, but in Greek it is different, because so much less Greek than Latin is taught in the schools. We have students entering the Greek class who probably would not understand. I always presuppose a knowledge of the Latin grammar, and it is only since the opening of the Royal University and the dissolution of our old University system that I have had to teach Latin grammar. I never had before. I had to do it this year.

2409. You think the Professor of Greek could not presuppose a knowledge of Greek grammar?—I think he could not. I have heard of students who entered St. John's, Cambridge, who did not know the Greek character, and of course they did not know the grammar.

2410. Then the students entering this College and passing the matriculation examination are not far below that class of students entering Cambridge?—I am not speaking of Cambridge generally. At a great university you have a great variety of students, some entering from the best schools in the country.

2411. I understood from the previous witness that such a student could not get into Cambridge?—He could not get into Trinity College, Cambridge. At Trinity College there is an examination. No man can enter there without it.

[Professor *Ridgeway*.—If I gave the Commission the impression that there was any matriculation at Cambridge I meant no such thing. I took it for granted every one knew there was no matriculation examination there at all.

2412. Rev. Dr. MOLLOY.—You said your men come up here with scarcely any training whatever, and you told us, in explanation, that they had a certain amount of Irish school training; but compared with the students coming up to Cambridge their training could be scarcely regarded as any training whatever?—Yes.

2413. Professor JACK.—What you mean is, that the students came up in very different states, and in making an observation like that, you spoke of the average result of preparation in both places?—Of course.

2414. There is no matriculation examination, and many students come up to Cambridge in a state of very insufficient preparation?—Yes, of course.]

2415. Dr. STONEY.—I wish to take advantage of your having had such a prolonged experience in Queen's College, Cork. It seems to me that in order to produce the effect upon a student's mind that a university ought to produce, one very important thing is to bring them into contact with men of eminence?—Yes.

2416. There has been a very remarkable series of important publications of various kinds—those on the scientific side are those I am best acquainted with—emanating from the staff of Queen's College, Cork?—Yes.

2417. There has been also a very important body of them on the literary side. Could you give any information in reference to this?——

CHAIRMAN.—It is so well acknowledged that the professors of this College are men of the highest eminence both on the scientific and literary

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side, that I think this is wholly unnecessary. We are not sitting in judgment on the professors of the College.

Dr. STONEY.—It would show the exceptionally high class of the professors of this College.

2418. Professor JACK.—You have been examiner for a long time?—I have. I have been professor here from the first. I have examined four years in the Queen's University, and London.

2419. Have you examined at all in the Royal University?—Never.

2420. You are familiar with the whole course of examinations here?—Yes.

2421. You have examined regularly here?—Yes.

2422. You are a member of the Council also?—Yes, at the present time.

2423. Have you been frequently a member of the Council?—I was a member in the second year after its opening. Some circumstances occurred that I need not refer to now, and I served only occasionally during the first twenty years. About ten years I was off, and I have been on now about a year and a quarter.

2424. When we asked about the system the Council adopted, has that system been changed materially during your experience?—No. I have no recollection of any standard but the one-third, and the President reminded me of a higher standard for senior scholarship.

2425. The scale has neither been raised nor lowered? No; it has been uniform.

2426. I understand you to say the scale might have been different with regard to the one-third or any other fraction in a subject like French?—I think we allowed ourselves some latitude. That is my general impression from the discussions at which I was present; but we did not allow ourselves a great latitude. If a student was very bad he should not have a scholarship.

2427. If he fell markedly below in that department in spite of getting one third?—Yes. There may be some exceptions, but I think very few.

2428. Reference was made to the last Commission in 1858. Had the recommendations of that Commission any further force than recommendations?—Not that I am aware of. In fact I had forgotten all about the Commission, and I am not sure I ever heard of those recommendations before.

2429. Dr. MARSTON.—Do you think your curriculum is adapted to the capacity or training of those coming here?—Yes, I think so. We have modified it with reference to the Royal University. I think, on the whole, it is well adapted.

2430. Touching the Royal University, so far as you had an opportunity of observing results, have they been confirmatory or not of your own judgment of the students and their capacity—in short, have the results of the examination of the Royal University, so far as you have had an opportunity of judging, been in accordance with what you anticipated?—I cannot say. I do not examine for the Royal University.

2431. I suppose if you had a very high standard of matriculation you might close the college?—Exactly; we should have no students.

2432. Do you know whether there is any great difference between the programme for honours of the Queen's University and that of the Royal?—I am not so familiar as my colleagues are with the Royal University, but I should say there was not a very great difference. They seem to me to change the books more frequently in the Royal University. That is the principal difference I observe. There would be some advantage in that; it might prevent the thing working in one groove. I do not object to that myself.

2433. Has the competition for honours at the Royal University been much keener than that at the Queen's?—I cannot judge of that, because I have never examined in the Royal, and I ceased to examine for the Queen's long before its dissolution. When I examined, the examiners were appointed biennially, and when the appointment was made permanent I did not try for it.

2434. Is there anything else you wish to add?—The only remark I should like to make is in reference to the value of the College as a seat of learning, and that you think beyond the scope of your inquiry.

2435. Dr. STONEY.—You have been in the College from the beginning, and have had an opportunity of watching the effect of the culture upon the whole series of students. Has there been a markedly useful effect produced by the culture of the College upon the students as shown by what they are when they leave the College as compared with what they were when they entered?—I should say most marked. The change is very rapid and very decisive. I cannot remember a greater or more efficient change being produced in any place, not only by the intellectual culture but by the mixed education. The meeting of young men of different religious denominations has a marked effect. Indeed the influence of the two together has been a very great blessing to this province.

2436. And quite as much progress has been made as could reasonably be expected from a good system of three years' instruction?—I think so. We have every reason to be satisfied. We have always had every year in our classes a very fair proportion of clever and industrious students. Many of them have done us great credit and themselves too.

Professor JOHN C. MALET, M.A., F.R.S., F.R.U.I., Professor of Mathematics, examined.

2437. CHAIRMAN.—You are Professor of Mathematics?—Yes.

2438. You are a Fellow of the Royal Society?—I am.

2439. Of what university are you a graduate?—Trinity College, Dublin.

2440. How long have you been a professor here?—For four sessions. I was appointed nearly four years ago, but I lectured four sessions.

2441. Had you any experience of teaching before you came here?—I had considerable experience of teaching, as a private teacher, in Trinity College, Dublin, for several years; say about five.

2442. How many classes of mathematics have you?—I have a first year's class, divided into two divisions, an honour division and a pass division, and a second years class entirely honour, as far as arts students are concerned, and a third year's class entirely honour.

2443. Tell me, how many are in your class at present in the first year?—I have nineteen or twenty attending my lectures. That includes both divisions.

2444. How are they divided?—I give them the option of attending either division or both divisions. I advise them not to come to both pass and honour. I am sorry to say that more, who would get on better in the pass, come to the honour division. One came to both divisions for a long time, but it was against my wish that he should waste his time so much.

2445. Would there be more in the pass or the honour?—About half and half this year.

2446. In the second year; how many had you this year?—This year in the second I had nine altogether.

2447. And in the third year?—One. The third year's class is prepared purely for mathematical honours for the Royal University Degree.

2448. And the second year is also an honour class?—An honour class, as far as arts students are concerned. The engineers come to it also.

2449. May I take that as the average number attending your class each year, or was that lower or

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Cork.
June 7, 1854.

John C. Malet, esq., M.A., F.R.S., F.R.U.I.

higher than usual?—The first year I had 57 and the next year 59. The year before this I had 34, and the number fell this year to 29, in consequence of the disturbance to which the President alluded.

2450. Could you give me the number in the class last year?—Altogether I had thirty-four students. I could not separate them exactly. I had two third year's students, and the year before that I had three.

2451. The third year's students are always very few?—Very few. Three would be a large class.

2452. We have been told by Professor Lewis there is a uniform system of marking, and that obtains in your class?—I mark for honours or scholarships by per-centages, and I return the per-centages to the Council.

2453. That is, the basis of 100 is the standard?—Yes. For pass I do not mark so. I have given students who answer twenty five per cent. less than ten if I considered they should be rejected. It is not by per-centages the pass marks are regulated. The Registrar said if you consider a student should not pass, give him less than ten. I might give him three if he answered twenty per cent.

2454. You examine for the junior and senior scholarships?—Yes.

2455. Tell me the minimum on which you have known a junior scholarship to be awarded?—Generally, I think, about thirty; but I should mention that the first or second year of my examining for second year's scholarship I was comparing my papers with past papers. I thought they had not sufficient elementary mathematics, and I recommended a candidate with twenty-eight and a half to get a scholarship and I believe he did.

2456. What is the lowest you have known a senior scholarship to be awarded on?—In the first year there was one candidate and he got thirty-eight per cent. and was elected a scholarship on the special recommendation from me. I recommended him for it, judging by his answering.

2457. According to your skill and judgment you considered he was entitled to it?—Yes. I was inexperienced with regard to the college, and I was afraid I was pressing too hardly on the students.

2458. You would not award it to him now?—I would, but I think I would do it by giving him forty per cent. I am not sure, but I think it was about thirty-eight I gave him.

2459. It was very nearly the minimum standard?—Yes; my impression is it was thirty-seven or thirty-eight.

2460. Dr. Stoney.—I would wish to take the opportunity of asking you about this question of marks. You had a good deal of experience before you came here as a private tutor in the University of Dublin?—Yes.

2461. Do you happen to be acquainted with the system of marks on which first and second honours are usually awarded in Dublin?—The first honours are frequently, according to my recollection, given in mathematics down to thirty per cent., and the first mathematical honours at degree down to twenty-five per cent., and I believe they have been awarded as low as twenty-two and a half, first honours in mathematics. Look to the year 1856. Gold medal, first-class honours, were got on twenty-two and a half, but certainly twenty-five was the standard, and they are awarded on about thirty, at ordinary term examinations.

2462. With reference to the second class honours, what was the standard?—I am under the impression that they came down to ten per cent. as a rule, and at the ordinary term examinations.

2463. Is the limit rigidly fixed, or is it determined according to the experience of the examiners?—I believe it is rigidly fixed now at twenty-five for first-class honours at the degree. At the term examination I do not think there is any rigid limit either for first or second class honours.

2464. That scale of marking was based upon the experience in the University as to the way the different parts of the examination should be treated; the ordinary term examination is a two-day examination?—Yes.

2465. And there are four papers to be marked?—Three, and sometimes four.

2466. Another thing that usually affects the marking is the elementary or advanced character of the subjects?—Yes, the marking might be as high in the advanced subjects as in the elementary on occasions. As a general rule, the first year's honours are obtained on high marks, more than they get afterwards in second and third years.

2467. With respect to comparison between the first year's mathematical scholarship in this College, and the matriculation honours in the Royal University, it has been mentioned that trigonometry is included in the college course and not in the university course?—Yes.

2468. Are there any other points which would tend to render a comparison between the two illusory?—There are a great many points. No comparison can lie between the two examinations at all. In the first place trigonometry is in the first year's course of the scholarship examination for mathematics, and up to the present it has not been in the Royal University honour course in mathematics. In the second place the scale of marks adopted for mathematics in the Royal University has been, to the best of my recollection, this:—Geometry, that is the ordinary course in Euclid, with easy deductibles, 500; arithmetic, 400; algebra only 300; so that, of the three, algebra counted only one-fourth of the whole, arithmetic one-third, whereas hardly any weight is given to arithmetic *per se* in the first year's scholarship—there may be one question in the Algebra paper—and consequently the examinations cannot be compared together at all. I consider arithmetic should not be weighted heavily in an examination for scholarship, and consequently *per se* I allow it to count for very little.

2469. Professor Jack.—I suppose that the Royal examination covers a larger range of subjects?—A less extended. The algebra papers may be a little harder, arithmetic on the paper here for scholarship I do not allow to count for much.

2470. You distinguish scholarships into scholarships for literature and scholarships for science?—Yes.

2471. In examining for literature, you have probably a smaller number of subjects than the Royal University would have in assigning a scholarship?—I do not examine for the literary scholarship.

2472. Take the case of science—I wish to ascertain how far your statement goes, that there is no comparison at all to be made between the conditions of the examinations?—The courses overlap so little, they overlap completely in geometry, but the algebra weighs a great deal more here than in the corresponding examination in the Royal University, and we have trigonometry; again, arithmetic which counts one-third of the whole course in the Royal University counts nothing here I may say.

2473. Are you a member of the Council?—Just for this last session.

2474. So that you are familiar with the present arrangements with regard to the marking of students for scholarships?—I am.

2475. With regard to men who obtained less than thirty per cent., for instance, suppose upon a paper which was marked 100. Suppose a man obtained only twenty-four per cent., I understood you to say that this twenty-four per cent. was still further decreased, and would go a very little way in the total marking for that paper?

2476. I said with regard to scholarship, as far as my mark was concerned, I marked by per-centages, and made my returns accordingly, and for prizes I gave my return to the Council as per-centages.

2477. Would it be a usual thing that unless a man obtained thirty per cent. on the papers of any professor he would not get a scholarship?—Such a case has not come before the Council while I have been a member—that is an average of thirty, and less than thirty on

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one paper. I give one return of my per-centages of my examination even if I have two papers.

2478. Would the average on the whole subjects of the examination be considered essential?—I think so. I mentioned a case where we gave a scholarship on special recommendation on a few marks less.

2479. Have you any means of comparing the standard of education here with the standard, for instance, in Dublin and other parts of Ireland?—Judging from my experience in Dublin, the matriculation examination here is harder to pass than that in the Dublin University; it is unusual for a candidate to be rejected absolutely in Dublin; more than half the candidates at a matriculation examination have been rejected here.

2480. That is yours is harder than that imposed by the Dublin University?—Yes, by Trinity College, Dublin.

2481. And have you any information at all, because it is a point upon which we have heard a good deal—about the state of the schools in this province as compared with the schools elsewhere?—My opinion would be only hearsay. I find the matriculation candidates, as a rule, pretty fairly prepared in mathematics. I do not mean to say I find all of them pretty fairly prepared. My experience differs from that on the literary side.

2482. Did it ever occur in your four years that you examined for the scholarships students either from Belfast or Galway?—I have examined a student from Galway for second year's scholarship, and a student of the Royal University for second year's scholarship, who had not been previously a student here.

2483. Did the gentleman from Galway get the scholarship?—He did not.

2484. And did the gentleman from the Royal University get it?—He did.

2485. When was that?—Last scholarship examinations.

2486. In four years?—He had been for a year in the Royal University, and then came to us as an *ad eundum* student. He got the rank, and went in for the second year's scholarship and got it.

2487. What scholarship was it?—Mathematics.

2488. Rev. Dr. MOLLOY.—You stated the standard of matriculation here is more difficult than in Trinity College, Dublin, and I understood you to say that you infer that because a larger number of candidates are rejected at the matriculation examination here than in Trinity College?—A larger proportion of them certainly have been rejected here during my experience.

2489. Are you quite clear on both of these statements—one is a statement of fact, and the other a statement of inference. First, as regards the fact, are you quite clear the standard of matriculation in this College is higher than in Trinity College, Dublin?—I think it is harder for a student to pass here than in Trinity College, Dublin. During my experience in Trinity I have heard one or two cases of rejected candidates. Here we had every year cases. The last matriculation examination before the dissolution of the Queen's University three-fourths of the candidates were rejected.

2490. You know what it is to pass the matriculation in Trinity College, Dublin, and you know what it is to pass here, and you state, as a matter of fact of your own knowledge, it is more difficult to pass the examination here?—I consider it to be so.

2491. With regard to the matter of inference, your argument is that the examination here is somewhat more difficult, because more are rejected. Would it not be possible that this fact should arise from the circumstance that the candidates come up less well prepared?—It might arise from that fact, but I do not think it does.

Professor OWEN O'RYAN, D.LIT., examined.

2492. CHAIRMAN.—You are Professor of Modern Languages in this College?—Yes

2493. How long have you been professor?—Five years—exactly five years.

2494. What experience had you before?—My experience was in secondary, or, as you call it here, Intermediate teaching, in France. I taught in colleges of the Government in France, and also in private colleges in Paris.

2495. We may take it you have considerable experience?—Yes. I taught German four or five years in public classes, very large classes, in Paris.

2496. How many classes have you here?—This year I have only three. I think up to the present I had four. I am obliged to teach here French, Italian, and German. It so happens that this year I have one class of French fewer than the preceding years. In the first three years I had to deal with one hundred and twenty-five students each year, and I divided these, according to their previous knowledge, into three classes.

2497. Take French first?—For the first three years I divided them into three classes, not according to the years or the faculties, but according to their proficiency. In the last two years the numbers having fallen off, for reasons you know already, I found that two classes in French were quite enough.

2498. Then last year how many?—In all thirty students, of whom twenty-seven were in French.

2499. How are they divided?—Into two classes. Twenty in one, and five or six in the other, so that would be twenty-five or twenty-six.

2500. Have you any Italian ones?—A class consisting of one man, and I have this year a German class, one man also, who is continuing the course he was taking out previously.

2501. In the year before had you a larger number?—Much the same last year; a little more than this. I had forty.

2502. You had more than forty?—I had four or five in German. I had no Italian.

2503. In the year previous to the year before last about what was the usual number of your classes in French?—The junior class was seventy or seventy-five, and the senior thirty or forty; then the third class that I spoke of was about twelve, which consisted chiefly of second year's men in arts.

2504. The falling off has taken place since the dissolution of the Queen's University?—Yes; the immediate explanation being that formerly all medical students that followed the regular course in the Queen's University were obliged to take out a modern language. The moment the Royal University began its operations, or rather the moment students here clearly understood what it meant, the medical students decided, as if they had held a meeting, that they would not follow the course of the Royal University, and consequently would not take out French or German, because at the other place to which they resort for their degrees, as explained to-day, no modern language was required; therefore they saw their way to eliminating the subject altogether. The Royal University programme intended to introduce a greater proportion of literary, or what you would call arts study. The result has been to destroy and eliminate, as far as we are concerned, the little there was before.

2505. In the course it is optional for the student to take a modern language?—It is—I speak of the medical faculty.

2506. The large numbers before the dissolution of the Queen's University were composed of medical students?—The majority was always medical students and engineers, and the falling-off was principally in these two departments, but there was also a falling-off in the faculty of arts—the number of students falling immediately from one year to another, from about 120 in the modern languages class to about forty. This will show you the change that was pro-

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Cork. June 7, 1884.

Owen O'Ryan, M.A.I.

duced, these being principally medical students who fell off.

2507. You have conducted the examination for scholarships?—Yes, for the second and senior scholarships in my department.

2508. You have had some experience of them?—Yes, for five years.

2509. You adopt the system of marking that has been explained already, 100 being the standard, and you marked accordingly?—Yes.

2510. Tell me what was the lowest marking in French, because Italian and German may practically be put out of the question, the numbers being too few, what was the lowest you have given a scholarship on in French?—I cannot state it at all; my work ceases the moment I send in my roll, and as I am not a member of the Council, I do not know what decision has been taken, and I forget the marks I gave.

2511. Dr. Stoney.—I would like to ask you the result of your observation, as to the effect of the education in this College upon students. You are yourself a graduate of the Queen's University?—I am. My impression is very clear, and I could not state it in language strong enough. The metamorphosis is going on so that a man could almost see it under his eyes. My feelings are so fixed it would be impossible to change them as to the result of the teaching here. The young men are of good material, but often a little rough, by the advantages here they become totally quite different men, such as probably their fathers would have become, just as mine would have done, had they had those advantages.

2512. Professor Jack.—With regard to the remarkable falling off from 125 to thirty, from the effect of the regulations of the Royal University, I presume that that fall was due to students who used to be required by the Queen's University regulations to take a modern language, ceasing to be required to take a modern language in the regulations of the Royal University?—In the Royal University the students are required to take out a modern language, but an additional year being added to the medical year, the students determined to give up the modern language.

2513. Is this the rule that the students are required to take one of the following languages:—Greek, German, French, Italian, Sanscrit, Hebrew, or Irish?—It is in consequence of that.

2514. They may not only choose one of those languages which is not usually included under the name modern language but they may go to a place where they need none?—Yes, the latter is the fact with them so that they go away altogether from connexion with the Royal University in consequence of this regulation. They continue to study here the subjects they think necessary, and then go for their diploma somewhere else.

2515. But they happen to be on the list of students who are studying here, and some are connected academically with the Royal University?—I understand they are not.

2516. If they do not pass the first examination in arts they can go no further, it is a *sine qua non* to the second and to the rest?—Yes.

2517. Dr. Marston.—Will you have the kindness to tell me whether any student of medicine, reading for the first examination in arts, is studying any modern language under you?—I know there are some.

2518. What number?—I am not aware of the proportion. I think most of them, but I do not know.

2519. We have been told that the arts and the medical course should not be pursued concurrently. Could you give any opinion as to the advisability of substituting a modern for a classical language in the case of those going in for a medical or scientific career?—You say substitution, but there was no ancient language required in the Queen's University; what was required was not an ancient language but a modern language; that was required always in the Queen's University, but no Latin or Greek was required except in the matriculation.

2520. I am speaking of the Royal University, where, as I understand, you must have either an ancient or modern language.

Rev. Dr. Molloy.—Latin, and either Greek or a modern language.

2521. Dr. Marston.—Quite so. I ask whether you can give me an opinion as to the advisability of substituting a modern language for Greek in the case of those pursuing a medical career?—It is a difficult question, but my tendency would be to show that Greek would be better for them than a modern language. Greek is the language from which the names of many points in their science are derived. It would be more important to have a knowledge of it, whereas they may not carry either language, French or German, sufficiently far to acquire a knowledge of it.

2522. My idea was that students in science, if they wanted to keep *au courant* with the literature of the present day should read French and German, and it would be more advantageous to them than to other students?—Probably it would.

Dr. *Sullivan* (President of the Queen's College).—Professor O'Ryan gave us his answer very properly that a modern language having been thrown out of the curriculum for the medical students, diminished the number, but there is another reason—in the Royal University the modern language is transferred to the arts course of the first examination, and by the terms of the Act of Parliament no lectures need be attended in the arts course. Formerly in the Queen's University each of the medical students who went up for his degree was bound not only to know some French but to have attended a course of lectures. In the Royal University system, that being transferred from the medical to the arts, he is not bound to attend lectures anywhere, he may get his lectures anywhere, or work at home. It is not the substitution of the first year's examination in arts that has diminished the classes, that is an additional reason for it, they are no longer bound to attend lectures. Students are anxious, even to their own disadvantage, to avoid all lectures if they can.

The Commission adjourned.

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Cork. June 9, 1884.

SIXTH DAY—MONDAY, JUNE 9TH, 1884.

AT QUEEN'S COLLEGE, CORK.

Present—R. P. Carton, Esq., Q.C., Chairman.

Rev. Gerald Molloy, D.D., F.R.U.I.; George Johnstone Stoney, Esq., M.A., D.Sc., F.R.S.; Professor William Jack, LL.D.; and Deputy Surgeon-General Jeffery A. Marston, M.D., with N. D. Murphy, Junr., Esq., Secretary.

Professor Denis C. O'Connor, A.B., M.B., T.C.D., M.D., Q.U.I., *Honoris Causâ*, LL.D., Cantab., examined.

Denis C. O'Connor, M.D., Q.U.I., LL.D.

2523. Dr. Marston.—You are Professor of Medicine in this College?—Yes.

2524. You also hold some post as hospital physician to one of the hospitals?—Yes; the Mercy Hospital

2525. What is the number of students in the medical faculty of this College now?—I do not know. I can only know my own faculty. There are between fifty and sixty attending my lectures.

2526. What is the number attending your class in the College?—About fifty and over.

2527. How many would attend you at the hospital on an average?—On an average, I looked yesterday, and I find about ten students.

2528. First of all, with regard to the College, has it been increasing or diminishing in point of numbers, and, if so, are the fluctuations from ordinary causes or from any cause in particular?—My class has been fluctuating. It has been larger this past year than it ever has been; but with some of the other professors—I have not entered particularly into the numbers—the number is reduced.

2529. Are these ordinary fluctuations or extraordinary?—I have heard from the gentleman whom these affected, and who stated the cause of their classes being diminished, that it is from present causes.

2530. Can you say what they are, in your opinion, in a few words?—I have not studied the causes well.

2531. How long have you lived in Cork?—About sixty years—since the year 1826.

2532. You have, at any rate, a long experience of this place, and therefore your experience should be useful to us. Does the College fulfil the requirements of the place, and does it attract the number of young men you would expect it should attract from the neighbourhood?—It ought to attract more than it does. That is, taking my opinion of the value of the College, and the education received there I would expect a larger number of students. I think the citizens proper, the mercantile, and the townspeople, without any special motive or reason for it, do not avail as much of the College as they ought.

2533. How far do the students avail themselves of the Royal University, and what has been the effect of the university in raising the standard of medical education, if you think it has done so?—I do not think it has.

2534. Do the students go there much?—They do.

2535. I am speaking of the medical faculty?—I have no way of ascertaining exactly what the students intend; but very often the students go on through a severe course of study for some time, and if they find difficulties they step aside and enter College. The number going I could not well tell. I saw in the last examination list there was a very large number of Cork men there; but, as some of the names were doubled, I could not make an exact statement.

2536. Do you approve of prosecuting medical studies and an arts course concurrently?—No; I think they ought to finish their arts course before beginning medicine.

2537. What is the material you have for clinical purposes at your hospital. I want to know what amount you have of acute and chronic forms of disease—in fact what class of cases you have?—I will answer that if you like now; but I have some observations to make about the clinical studies of the Mercy Hospital, which might precede what I have to say.

2538. Would you like to take your own course and tell us then?—I think so. It will take only a few minutes. Since I became connected with the Mercy Hospital about twenty-seven years since, my course of instruction was as follows. The attendance was voluntary and the lectures gratuitous, open to all the students of my class, and such other senior students as asked permission. We had a very large number of extern patients attending, because no recommendation was required for admission to obtain advice. I assigned one of these students to each patient for examination. I subsequently called them up one by one and ascertained their opinion of the case, and approved or disapproved as the case may be. Ultimately I examined a few of the more important cases before the whole class. This independent examination and consultation I found to be very valuable. I then took the students to the hospital wards where, as in other hospitals, the cases are mostly chronic.

2539. In the class of cases such as illustrate diseases about which you are lecturing; have you sufficient material for the purpose?—Unless there were other hospitals these would not be sufficient.

2540. Yes, but in the hospitals taken as a whole?—In the hospitals of Cork there are very good material. The other hospitals are larger than ours. Though we obtained recognition from the Royal University, we have not availed of it, as it was my greatest pleasure to instruct a few industrious students than to admit a crowd of juniors.

2541. There are a good many hospitals here. Do you think they are so distant from the College or one another, as to militate against their usefulness?—I think not, the distances are not considerable. They go very early to their hospitals. Our hospital is not so much for surgical cases and accidents. It so happens from one cause or another, that a decenter class of people are found there than what come to other hospitals.

2542. I suppose you teach them the art of prescribing?—Generally. I order the student, who is a clinical clerk, to write the prescription. I have certain forms in which they can be easily initiated, and they get the habit of writing them down.

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CORK.
June 9, 1884.
Denis C. O'Connor M.D., Q.U.I., L.L.D.

2543. Are they taught practical pharmacy?—Yes; but not in that hospital. They are in the north and south infirmaries which are considerable hospitals. The apothecary or resident medical men have apprentices who study pharmacy.

2544. Who did they get to teach them the dietetics of disease?—I could not say.

2545. Are you quite satisfied with the attendances of the students at your lectures at the hospital?—I am.

2546. Do you think they avail themselves of their opportunities as much as they should?—I do think so. I have never seen better demeanour or conduct than in the students attending my classes.

2547. Is there any professorship of sanitary science or hygiene?—There is no special professor. It comes in with other matters.

2548. Have the students an opportunity of studying infantile diseases and the diseases of women and children?—Yes, in the Mercy Hospital. The nuns are fond of taking in children, and there are a number of children there.

2549. Is there an opportunity of studying infectious diseases?—There is in the fever hospital—a very fine institution.

2550. They have ample opportunity?—They have.

2551. They have opportunities of studying mental disease?—They have. Those preparing for the Royal University attend both hospitals. They were not necessary to be attended under the Queen's University.

2552. Is pathology taught here?—Not as a separate science.

2553. Have you the means of teaching morbid anatomy?—Yes.

2554. Are you satisfied with them?—Yes.

2555. Are the professors of the medical faculty entitled to any pension after they have served a certain time?—No.

2556. Do you think that desirable?—Well, it might specially apply to myself.

2557. That would be a rather invidious question to answer?—Yes.

2558. But you can tell us what you think is the correct principle?—I do think the time will come when a man ought to be expected to retire, and get some pension.

2559. Have you no aid given to you in your lectures?—Yes; there is another physician, my son, and there are two surgeons.

2560. Does he lecture at the College for you?—No, that is too sacred. There are two surgeons—one, a very eminent surgeon, died lately. He was a great loss to this College and the community. I mean Dr. O'Keeffe.

2561. Is there anything you would like to add to what you have told us?—Inquiries have been made about the scholarships, and the conditions of preparedness of the students in going in for scholarships. I must say I always found it very high. So far from looking for a standard of minimum, we find it difficult to provide for all those who are entitled to a scholarship for their answering. The result is that the Council, in addition to the students recommended for scholarships, generally give two or three more prizes for the best answers less than the scholarship answering—so we never have to think of a minimum.

2562. Do you think that you want more medical scholarships?—We would.

2563. Is the medical education here cheap, and is it fairly adjusted to the requirements of the place?—It is cheap as compared with Dublin, where I was educated.

2564. Do you think the education here, as compared with other places, good? Are you satisfied with the standard of medical education?—Yes; I think the subjects are the same as in other institutions with which I am acquainted; and what I hear from my brother professors leads me to think they carry out their functions in the government of the College.

2565. And you think there is everything here to turn out a man a fairly good practitioner?—I do.

[Dr. *Sullivan*.—Allow me to make one observation, because I think it will come in better here in connexion with what Dr. O'Connor has stated. You asked the question whether we had a professor of sanitary science. We established a lectureship, and I hope it will be made a professorship this year, which will take in medical jurisprudence as part of it—that is to say, medical jurisprudence, joined with sanitary science, as a single chair in lectures, have been given in that branch.

2566. Dr. MARSTON.—Would you propose to conjoin the subjects in one chair?—We have no chair of jurisprudence—only a lectureship.

2567. Still you propose to conjoin them in one chair?—Yes.

2568. Dr. STONEY.—Your classes have not yet diminished in number. Do you anticipate that they will diminish in number?—I saw calculations made at a meeting we held here, and there is a tendency to diminish, or as some of them expressed it, a kind of "wave of depression" taking place, in which men will follow. My class belongs entirely to the Queen's University, because my students began their course there prior to the creation of the Royal University.

2569. The "wave of depression" has not reached you yet?—No.

2570. With reference to the medical curriculum of the Royal University, it includes one year in arts?—Yes.

2571. After that, medical studies?—Yes.

2572. Can the students here afford to spend five years upon the curriculum?—That does not amount to five years.

2573. If they take it in four years will that arts year interfere with their medical studies?—I think it will. I think the four years of independent medical study is the very least that even an industrious student requires to get to his profession.

2574. Is it your view that the practical question for the improvement of medical education, is to ascertain what is the best curriculum for four years?—Yes.

2575. In your opinion the best curriculum for four years would not involve devoting one year to arts?—No.

2576. Have the students of this College yet acquired the same confidence in the Royal University that they had in the Queen's University?

2577. CHAIRMAN.—Do not answer that question.

2578. Dr. STONEY.—Is it the practice to call "class rolls" at the lectures?—Yes.

2579. And that is the practice which makes education here more efficient than in places where "class rolls" are not called?—Yes, I think so.

2580. And the calling of "class rolls" is not a universal practice in other medical schools?—I know it was not when I was a student. I did not follow them since.

2581. Are you of opinion that to provide pensions for medical professors as well as arts professors would be of advantage to the College as distinct from benefiting individuals?—I do think so.

2582. Professor JACK.—At what stage in a medical curriculum is your class usually attended? Is it the third year?—The fourth year invariably.

2583. You mentioned that all your students at the present moment were students who belonged originally to the Queen's University?—I think so, just as they must be in their fourth year.

2584. Are they largely reading, or are any number of them reading for the Royal University?—I should think so. All those who aspire to the M.D. degree are likely to be engaged at it. They do not tell us what they are going to do.

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2585. They do not state precisely what they are reading for?—The only test would be, all those who go to the lunatic asylum and those who go to the fever hospital. They are looking to the Royal University.

2586. I would ask you one general question with regard to the Queen's University regulations for medicine as compared with the Royal University regulations for medicine. Has the change from the Queen's University regulations for medicine had any effect—advantage or disadvantage—that you could point to with regard to the medical education here?—I could not venture to give an opinion.

2587. That is so large a question?—It would be so.

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* Professor STEPHEN O'SULLIVAN, M.D., Q.U.I., M.CH., F.R.C.S.I., Professor of Surgery, examined.

2588. Dr. MARSTON.—You hold the chair of surgery in this College?—Yes.

2589. *Are you surgeon to one of the hospitals?—Yes; I am surgeon to the North Infirmary.

2590. How long have you held these appointments respectively?—I have been professor for four years. I have been connected with the North Infirmary since 1861. I went through the several grades of house surgeon, assistant-surgeon, and surgeon of the Infirmary.

2591. What is the accommodation and occupation of that hospital? How many beds are there in it?—The number of beds is 100. The average number of beds occupied is about seventy.

2592. †Would you, at the end of this examination, put in tabular form the different hospitals in Cork, their size, and the number of beds, for the information of the Commission?—I shall do so.

2593. It will save, perhaps, a great number of questions.

2594. What is the number of your class here in the college?—The number of my class during the past session was seventy-eight.

2595. What would you say was the average number of men attending you in the hospital wards—the clinical classes?—The number for the past year was 114; the number in the previous year was 144.

2596. *Taking your own hospital, with which, of course, you are more particularly acquainted, is it divided into a medical and surgical side?—Yes.

2597. *Are there plenty of cases—a great variety of disease and accidents?—Yes.

2598. Do you think they are illustrative of all the ordinary surgical diseases that would occur in the course of practice?—I would say they are.

2599. *Is there a large out-patient department?—Very large.

2600. Do the students regularly attend?—They do regularly.

2601. What are your rules with regard to dressers or house surgeons, and so on?—We have one house surgeon, and there are two resident pupils. There is a third resident pupil, who is appointed by the house surgeon. As a rule, the other resident pupils are appointed by the clinical staff.

2602. What clinical course do you adopt to teach your students?—Clinical lectures are given four times a week in the lecture-room of the hospital, and, clinical lectures are given each day by the surgeon and physician on duty, at the bedside of the patients.

2603. Do you call upon the students severally to examine the cases for themselves, and write prescriptions, and take notes, and do you comment upon what they have found?—Yes, that refers particularly to the medical side. With regard to the examination of patients, they have a great number to examine—in the extern department as they first come into the hospital. They avail themselves of those opportunities considerably. In the surgical side they have an opportunity of seeing the treatment of the cases which are admitted.

2604. *You think that, taking Cork as a whole, you have an ample amount of material for clinical purposes?—I believe so.

2605. *How many operations have you had in your hospital in a year?—The average during the session would be about fifty operations.

2606. How many of them would be major operations?—More than half of these would be major operations.

2607. Have you all the appliances, and everything necessary for teaching purposes and the treatment of your cases, and are these kept up with the gradual advances and progress in surgery—for instance, with regard to antiseptic surgery?—We do the best we can to keep *au courant* with the advance of surgical and medical science.

2608. And you practise antiseptic surgery yourself?—Yes.

2609. And take a keen interest in it?—Decidedly.

2610. Are you satisfied with the regularity and attention of the students at the hospital?—Yes, more particularly at the lectures at the College. I think they have not quite a sufficient amount of time at their disposal to devote to their hospital work.

2611. There are four years prescribed for medical study—do you think that is sufficient to enable a student to go into all the subjects that are required for a medical degree?—It is barely sufficient.

2612. The medical curriculum, the number of examinations, and so on, do they encroach really upon his practical teaching—his hospital practice?—To a certain extent they do. The number of examinations and preparing for these examinations, is work that is being attended to to a great extent, and it interferes with the practical work.

2613. Would you, as a practical man, like to see more development in a practical direction?—I would.

2614. Would you like them to take more advantage of dresserships, &c.?—Yes.

2615. Do you teach them everything connected with the application of splints, bandages, and other appliances in the ordinary operations?—Yes.

2616. How are they taught operative surgery?—There is a class in operative surgery in the college which is necessary at present for the degree of M.Ch. of the Royal University. There is a three months course given for the last two sessions.

2617. Are you satisfied that that is sufficient, and that they understand practically that work?—I think they thoroughly understand that part. They spend three months at operations.

2618. Have you many fractures in the hospital?—We treat a great number of cases of fracture. A large number of fractures of the upper extremities are treated in the extern department and do not appear in our report of the hospital. Fractures of the lower extremities are usually treated in the hospital, and of course compound fractures are always admitted.

2619. I gather from what you say that all examinations in arts should be passed by the student before he enters upon his medical curriculum?—I am clearly of that opinion, as is required in the Universities of London, Edinburgh, Glasgow, and Aberdeen. In these several Universities the arts examinations have to be passed by the student before he enters upon his medical curriculum.

2620. And you approve of that?—I do, decidedly.

2621. Do you find that the students who work hard for scholarships and University honours, de-

* See Appendix III. B.—Nos. 22A and 22B.

† See Appendix III. B.—Documents, No. 23.

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CORK
June 9, 1886.

Stephen O'Sullivan, M.D., Q.U.I., M.CH., R.U.I.

vote sufficient time to their hospital work, or do they neglect it for more theoretical teaching?—I would not say they neglect it. They devote as much time as they possibly can, but I decidedly wish they could pay more attention.

2622. You are clear that is the direction in which they want a little more development?—Yes.

2623. Have you had any opportunity of comparing the students here with those elsewhere?—No, I have had no positive opportunity, except while as a student myself for a short time in Dublin. I could not make any positive comparison.

2624. As there is the material for surgical work, do you think the distance of the hospital from College renders it fatiguing or takes up too much time?—No, I would not say so. It takes about a quarter of an hour to go from the North Infirmary to the College.

2625. They are all, as it were, on the same line?—There is about a mile distant between the two. The South Infirmary is perhaps a little more distant. The Mercy Hospital is much nearer.

2626. Have you class examinations in your systematic lectures in the college?—Occasionally I examine a class, but very seldom, except at the sessional examinations at the end of the session.

2627. How do you test them?—The subject of surgery is so very large, I find it almost impossible to go through all the subjects that have to be lectured upon during one session, and, therefore, I have very little time for class examination.

2628 Do you illustrate your lectures with appliances—splints and everything you can?—Yes; instruments, casts, diagrams, and models.

2629. How are the prizes and the scholarships in the medical faculty awarded, and are they pretty eagerly competed for by students here?—They are competed for during the first two years by a fair number of the students attending. There are a few picked men who generally go in for the scholarships—probably the men who have done best for the first two years, and continue, and are looked upon as the best men, and the others fail to follow them in the succeeding years in looking for scholarships, and the prizes are yielded to those who have already succeeded.

2630. How do you teach the men the art of prescribing, and the use of drugs?—That is taught in the hospitals. The student is asked to write a prescription on going round with the physician or surgeon. Under the new regulations of the Royal University, students are obliged to attend a course in pharmacy.

2631. Do the men who have been educated here practise in the neighbourhood?—Yes, a good many do.

2632. What sort of practitioners do they make?—Very good practitioners.

2633. Have you had an opportunity of contrasting them with other men not educated here?—They are a fair average class of medical practitioners. I think they might favourably compare with the practitioners educated in any other university or college.

2634. What has been the effect of substituting the Royal University for the Queen's on the educational standard here, speaking of the medical faculty?—I do not think it has made any decided alteration one way or another so far as the education given in the college is concerned.

2635. Do many men avail themselves of the university or go to examining boards?—A large proportion now avail themselves of other examining boards than the Royal University.

2636. Assuming that there is every requisite for theoretical teaching, do you think the last year of the medical course might be more advantageously spent somewhere else where you would get bigger hospitals and a greater variety of disease and a different character of teachers?—I would not be prepared to answer that question. My experience of other places is not sufficient to warrant me in drawing a conclusion on the subject.

2637. Putting it on a financial ground, it would be a very good thing if they could do it after the degree?—I think the more knowledge a man obtains the better it is for him.

2638 Do you happen to know whether they have opportunities here of studying contagious diseases, the most common diseases,—typhoid fever, and so forth?—They have considerable opportunities in the fever hospital.

2639. What opportunities are there for studying ophthalmic surgery?—There is an ophthalmic hospital where it can be studied, and ophthalmic cases are treated in the general hospitals also.

2640 How many beds have you in the ophthalmic department?—I do not know the number of beds.

2641. Have you had a large out-patient department in the ophthalmic hospital?—I have no connexion with the ophthalmic hospital, so that I could not tell you.

2642. Do you know as a matter of repute?—I believe so.

2643. Is there any lock hospital here?—There is, the students have no access to it. It is a Government lock hospital.

2644. Do many of your men go to the Scotch and English Boards?—A great many go to Edinburgh.

2645. Have any of your men passed for the Indian medical service or the public medical service?—A large number.

2646. Have you been satisfied with the places taken?—Certainly. First places have been frequently taken by the Cork students.

2647. Have you sufficient opportunities here for studying morbid anatomy in the way of post-mortem examinations?—Post-mortem examinations are made as often as possible in the hospitals. We find great difficulty in getting the friends of the patients dying in the hospital to consent to such examinations. It is a difficulty experienced almost universally in Ireland.

2648. Will you be kind enough to let me see your hospital?—With pleasure.

2649. Have you any students remaining here now to whom you are giving clinical instruction?—There are some, the great majority are reading for their examinations.

2650. Would you be giving any practical clinical instruction to morrow—I do not want you to do it—I merely ask?—We will have some students attending the hospital to morrow at 10 o'clock.

2651. You are thoroughly satisfied with the amount of material and the opportunities men have here for medical education?—Certainly.

2652. Have I omitted anything that you would like to mention?—I would mention that among the other examinations there are practical examinations held every year in surgery, medicine, and midwifery. The examinations in surgery consist of operations performed on the dead body by the students, and a clinical examination in the hospital. There is an examination in pathology, particularly with reference to the cases seen in the hospital. An exhibition is given in those different subjects. The professors examine on other subjects also in the practical examination. We find it a considerable advantage to have those practical examinations every year, particularly for those going in for university examinations.

2653. You mentioned that some of your men went to Edinburgh and elsewhere for their qualifications—are they generally successful?—I believe so.

2654. Rev. Dr. MOLLOY.—In reference to the first university examination in the Royal University, I think you said you thought it would be desirable that that examination should be passed by a student before he commences his medical studies?—In order that he may have four complete years exclusively for medical study.

2655. Is there anything in the regulations of the Royal University to prevent a student acting on that principle?—I believe not. I think the first University examination in medicine must be passed a year after.

2656. All that is required is that he must pass the

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first University examination in arts before he presents himself for the first University examination in medicine. But there is nothing to prevent him passing the first University examination in arts a year before he presents himself for the first University examination in medicine?—I think the first examination in medicine must be passed two years subsequent to the arts examination if a man is going in for University honours.

2657. That is one year for the arts course and a second year for the University course?—That is allowing one year for medicine.

2658. *I do not think that is correct. Would you look at page 2 of the return for Cork. I find it contains the names of forty-one students who were matriculated students of the late Queen's University. They have not yet passed the first University examination in medicine. As far as this return goes it would seem they have not advanced any step in their University career since the time they matriculated?—That depends on whether those men are going in for the Royal University.

2659. They are put down here as students in medicine. Whatever they are doing, they have passed no examination in the Royal University?—They may be going in for examinations in some other University.

2660. But as far as the Royal University is concerned they have not yet passed any further examination?—I presume the statement is correct as it is on the paper.

2661. Those students matriculated in the Queen's University. The Queen's University was brought to an end in February, 1882. Therefore, they must have matriculated before that, and therefore the last time at which they could have matriculated would be in or about October, 1881. By Act of Parliament they were made matriculated students of the Royal University. As far as we can see from this return, between October, 1881, and June, 1884, they have not advanced any step in their academical career. Can you offer any explanation of that, or can you furnish the Commission with any information as to what these students may be doing?—I could not give you any explanation on the subject

2662. Glance over the list of names and you may recognise some of them?—I presume some of them are not going in for the Royal University at all. Their object is to go in elsewhere.

2663. Where do they go?—The probability is that some of those men may be going in for examinations in Edinburgh. I do not know whether Jeremiah John Moynihan is the man who got honours at the Royal University or not.

2664. He cannot have got honours at the Royal University because he never passed an examination there?—I do not know whether it was required he should pass an examination in arts under the Royal University regulations.

2665. He matriculated in the Queen's University. It was not necessary he should pass an examination in arts to qualify for the M.D.?—He went in for his examination in the Royal University.

2666. No. He was exempt?—Some of those men would have come under that regulation and got their degree without that examination in arts.

2667. But they have not passed any examination in medicine in the Royal University?—I presume if none of those men have already passed any examination in the Royal University, they must have gone elsewhere.

2668. The information I want to elicit from you, if you have it, is whether you know what has become of them. Of course if you do not know you cannot tell?—I think some of the men whose names I see here are still students of the College.

2669. They are all students of the College; but we have no evidence here as to what they are doing, or have been doing, since 1881?—I do not know, except that they are preparing for examinations.

2670. Dr. Stoney.—I think you are a graduate of the Queen's University, educated in Queen's College, Cork?—Yes.

2671. With reference to hospital study, is it your opinion that the best course for a student is to pursue his entire curriculum up to the time of obtaining his qualification, to take his degree in such a school as Queen's College, Cork, and then, after he has cleared off the whole pressure of examinations from his mind, to devote some time subsequently to visiting places where unusual cases that would be instructive to a medical man would be met with?—Certainly.

2672. Then, in reference to the year of arts study, is it your opinion that the students who receive their education in Cork, should be called on to devote five years to study subsequently to their school study—one year for arts and four years for medicine?—The practical result of that, if they were required to do so, would be to prevent any large number going in for the university.

2673. Then that has the effect of deterring candidates from proceeding to the Royal University?—Yes.

2674. And the practical question for elevating medical education in the South of Ireland is to provide the best four years' curriculum?—Yes.

2675. You spoke of the high standard of education being still maintained in Queen's College, Cork?—Yes.

2676. Then what I understand you mean is that, notwithstanding the change that has taken place, the College continues to maintain the same high standard as before?—Yes.

2677. But you regard the change as having been a blow from which the College has not yet recovered?—Yes.

2678. Then is there any inducement to students of this College, who intend to take their qualifications elsewhere than in the Royal University, to proceed to any of the examinations of the Royal University?—I should say not. I think if a man went in for any examinations at the Royal University, the chances are that he might continue to pursue his studies with the object of getting his degree.

2679. But if they do not mean to take a degree they do not go to the Royal University?—I do not think they would be likely to go in for any of the examinations, particularly as they have to pass the first examination in arts after the expiration of their first year in medicine.

2680. You spoke of the candidates who proceeded in the Royal University under the special regulations which enabled them temporarily to go forward under the same regulations as they were subjected to in the Queen's University?—Yes.

2681. Were such students able to become candidates for honours in the Royal University?—I believe not; but the probability is, that they would have been able to take out honours in the Queen's University, if it had continued to exist. In order to obtain the degree with honours in the Royal University they were obliged to take the full curriculum prescribed by the Royal.

2682. As the Royal University has been only two years in existence, that would tend to diminish the number of honour candidates amongst the candidates that proceeded to the Royal?—Certainly.

2683. Are class rolls called in this College?—Yes.

2684. Is it your opinion that the calling of class rolls adds to the efficiency of medical education?—Yes; it secures the attendance of the students at the lectures.

2685. And the attendance is found on the record of the class rolls to be satisfactory?—Yes.

2686. Is it your opinion that if pensions were granted in the medical faculty, as they are in the arts

* See questions 2704, 2705, next page

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COBK.
June 9, 1884.
Stephen O'Sullivan, M.D., Q.C.P.I., M.C.H. (Roy. U. Ir.).

faculty and engineering, it would be of benefit to the college?—I believe it would.

2687. That is to the institution as an educational institution, separate from the question of the interests of individuals?—Quite so.

2688. Professor JACK.—The fees for clinical instruction in your hospital are, I think, mentioned in the calendar?—Yes.

2689. Are the fees for clinical instruction, in your opinion, high or low?—Rather low. There are other places where the fees are lower, but, as compared with Dublin, they are very much lower, and very much lower still than in London.

2690. What medical session is your class in?—In the third year, and the operative surgery is now included in the fourth year.

2691. Has the effect of the change from the Queen's University to the Royal University appeared, therefore, on your class rolls to any extent, or is there any likelihood of diminution in the number of students attending?—The number of students attending my class during the past year was the largest in that particular class since the College opened; but I think I have arrived at the top of the wave. The number in the previous year was seventy-two. Then the average number of the other two years was about sixty. There has been a gradual increase in the number.

2692. Your attention was called by Dr. Molloy to the list at the head of page 2. Were those matriculated students of the late Queen's University intended to be reckoned as having passed the first examination in arts, which has been so frequently mentioned as influencing university students. I presume they were only excused the matriculation examination?—That is all. There is a name here of a student who has qualified for the degree—I am not quite sure whether he took it in the Royal University or not, but I know he is qualified—Edward H. Hackett.

2693. Of the total number of medical students here, which is about 235, there are ninety-five men who were matriculated students of the late Queen's University, and have not taken any further academical position, as recorded in these returns, and fifty-four men who were not matriculated students of the Royal University at all. Is it your experience that medical students come in large numbers to the College medical school who wish for nothing except a professional qualification?—That is my experience.

2694. No students come to medical colleges for the purpose of pure information?—Rather, for the purpose of getting their qualification entitling them to practice.

2695. Is there any large number of students who come regardless of the possibility of getting a licence to practise who are merely studying certain classes, as would happen of course with regard to arts students, or are they aiming in the main to have a licence to practise?—Aiming in the main to have a licence to practise. It is unusual except for some accidental cause for a man to drop out of his course until he obtains his qualification.

2696. Almost all the ninety-five students I speak of are probably pursuing their several courses with a view of obtaining a licence to practice?—Yes.

2697. Would it be possible for any of the medical professors, from their general knowledge of the students, to give us information with regard to the courses pursued by the forty-one students, at the head of p. 2, and the fifty-four under II. (5)?—I could not answer. It would be necessary in order to give you any possible answer to the question to study more fully the list of students.

2698. Rev. Dr. MOLLOY?—You possibly did not see the list before to day?—No. I have seen the students attending. Some are scholars at present, and my impression as to other names was that some of them had qualified in the Royal University.

2699. Professor JACK.—Of course the Commissioners would be glad to get any information, even after they leave Cork, if the medical professors were able to give it from their personal knowledge. It is a matter to which our attention is very much called, and we should be glad to get any information that it is within your personal knowledge to give. A statement has been made to us with regard to the honour examination in arts particularly, that a heavy tax is imposed upon poor students who are candidates for degrees in arts and who reside in remote localities, because they are obliged to present themselves at the examination of the Royal University, in Dublin. Is there any similar heavy tax with regard to degrees in medicine, that is to say, is an honour student required to present himself in Dublin, or is the examination in medicine for pass students and for honour students in the Royal University conducted in the local centres?—The examinations in medicine, except the first university examination in arts, are all conducted in Dublin, in the University Hall, both in pass and honours. A large number go up for the summer examinations in order to qualify themselves for the Army examination which immediately succeeds in August, and those men do not go in for honours, the honour examination being in the autumn.

2700. What was the practice of the Queen's University with regard to holding examinations in medicine?—I think it was something the same.

2701. Did all the candidates for examination in medicine, require to present themselves in Dublin?—Yes.

2702. Both for pass and honours?—Yes, except the examination in certain subjects which was passed in Cork, or in the local centres—that is in zoology, botany, natural philosophy, and French. I think this could be passed in the College.

2703. Has there been any change in the way of imposing a tax upon students made by the regulations which the Royal University has substituted for those of the Queen's University?—In the professional portion of the examinations the system is somewhat the same.

2704. *Rev. Dr. MOLLOY.—You seem to think that a student who passed his first examination in arts before he commenced his medical studies would be precluded by the regulations of the Royal University from competing for exhibitions at his first examination in medicine. That is your opinion about the regulations?—Yes.

2705. *I will read the regulation from the Royal University calendar for 1884–85:—

"Provided that an exhibition shall not be awarded to any candidate at his first examination in medicine if a longer interval than three academical years shall have elapsed from the time of his matriculation."

Do you not see that the interval of three academical years between the matriculation and the first examination in medicine allows abundance of time for one year's course in arts?—That would entail a fifth year of study.

2706. Certainly, one year being devoted to arts, and four to medicine?—Yes.

2707. Do you think a year of arts is not a good thing?—I think the better the general education every man has before he enters on his studies the better.

2708. Therefore you think a sufficient number of medical students would be found capable of passing that examination, and that it is a good thing to require it?—Certainly.

2709. Dr. STONEY.—There were three examinations in the Queen's University to be passed by medical students—the first university examination in medicine, the second university examination in medicine, and the degree examination. Of these three was not the first examination in medicine one which the student could pass without going to Dublin?—Yes.

2710. Then there were only two occasions when he was required in the Queen's University to go to Dublin?—Yes.

* See question 2658.

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Stephen O'Sullivan, M.D., Q.C., M.P.I., & R.C.S.I.

2711. In the Royal University there are five examinations to be passed in the university—the matriculation examination, the first university examination in arts, the first university in medicine, the second university examination in medicine, and the degree examination. Of these there are three in reference to which he must go to Dublin, and there are four if he wishes to seek honours?—Yes.

2712. Has not that imposed greater expense on the candidate than was imposed before?—Certainly.

2713. In reference to the numbers, you spoke of the wave not having yet reached you. Was there not in the number of medical students availing themselves of the advantages of this college continuous progress for many years up to 1882?—Yes.

2714. And it is since the dissolution of the Queen's University any falling off has taken place?—Yes, not in the case of my class.

2715. Then again with reference to the examinations in the Royal University you pointed out that some of the candidates are precluded from seeking honours unless they were prepared to forego the advantage of proceeding under the regulations in accordance with which they had studied?—Yes.

2716. That diminishes the number of honour candidates that would appear on the lists of the Royal University?—Yes.

2717. You have also pointed out that the number of candidates that seek for qualification in the Royal University is less than those that sought qualifications in the Queen's University, and that a large proportion are seeking their qualifications elsewhere?—Yes.

2718. Both then with reference to the honour candidates, and with reference to the pass candidates is it your opinion that the degree in which candidates have availed themselves of the advantages of the Royal University is or is not any real measure of the work that is being done by the College?—Certainly not.

2719. Dr. MARSTON.—I suppose you consider it advisable that medical students should have a good preliminary education?—Certainly.

2720. In the first arts examination for the Royal University I see that in addition to Latin the student can take Greek, or French, German, Italian, Spanish, Celtic, Arabic, Sanscrit, and so on. I suppose a good many of these languages would be quite useless to a doctor?—Certainly.

2721. But for a man in the medical faculty would not a knowledge of French and German be far more useful than a knowledge of Greek, looking to the difficulty of acquiring Greek and the end he has in view namely, medical science?—Yes.

2722. You are distinctly of that opinion?—I am distinctly of that opinion; but at the same time every candidate should pass an examination in Greek in his matriculation examination. I would not exclude Greek. It is a very important subject for a medical student.

2723. CHAIRMAN.—Dr. Stoney asked you whether there had not been a progressive increase in the students in medicine, and you said there was?—Up to 1882.

2724. Dr. STONEY.—I understood you to say there was an advance in the numbers up to that time?—Yes.

2725. CHAIRMAN.—And in the next year there was scarcely any difference, 1882–83, because I find there were 216 attended?—The students continued their attendance at the College who commenced in those years, and in fact account for the very large number in my class during the past session by the increase of the number which took place about the time the University was founded.

2726. You say you have seventy-eight in your class at present?—Yes.

2727. Is it only in the third year that surgery is taken?—In the third year.

2728. Therefore all those are third year's students?—Yes. I have thirty-two in my class of operative surgery which is in the fourth year.

2729. That is not included in the seventy-eight?—No.

2730. Over and above the seventy-eight you have thirty two in the fourth year?—Yes.

2731. Rev. Dr. MOLLOY.—There is one statement I am not quite clear about. I understood you to say in reply to Dr. Stoney that the students of the medical faculty were precluded from seeking exhibitions in the Royal University, unless they were prepared to forego the advantages of the course of study they had been pursuing?—Not the course of study, but the privileges that were granted in the Royal University, that is to say, students who had entered under the course of the Queen's University.

2732. They were precluded from seeking exhibitions in the Royal University unless they were prepared to forego the advantages—of what?—The advantages which were conceded to them as students of the Queen's University.

2733. Under the charter of the Royal University?—Under the charter of the Royal University, the previous students of the Queen's University were not obliged to take out another course in the Royal University, in order to obtain their degrees in the Royal University. Unless they did take out the extra subjects they were not allowed to compete for honours.

2734. Students of the medical faculty were precluded from seeking exhibitions in the Royal University unless they were prepared to forego the advantages which were conceded to them as students of the Queen's University under the charter of the Royal University?—Yes.

2735. Dr. STONEY.—The numbers you state were in 1880, 176; in 1881, 230; in 1882, 279; and in 1883 they fell to 261. These were the numbers attending, and the falling off is not due, I presume——

2736. CHAIRMAN.—Do not lead him. Ask him what the fall was due to.

2737. Dr. STONEY.—The fall was due to a diminished number entering?—Certainly, and therefore it represents a great fall just at that time

2738. Professor JACK.—The present number is 235?—I believe so. I do not know the exact number.

2739. With regard to the questions put to you about medical students, and its being important that medical students should have a preliminary education in general subjects, is it the case that under the regulations of the General Medical Council all medical students must show a preliminary education in general subjects?—Quite so.

2740. They would accept as satisfying that requirement of theirs if the student had passed the matriculation examination here?—Quite so.

2741. Or the matriculation examination of the Royal University?—Yes.

2742. But if they failed to pass any matriculation examination they must pass an examination in several subjects considered by the General Medical Council sufficient?—Quite so.

2743. Does that include Greek?—Modern languages is considered optional The effect of requiring an increased education of medical students attending the Queen's College is to prevent them going in for the particular examinations of the Royal University, and sends them to other colleges or places where the same amount of arts education is not required, and where they can get their medical qualification, which entitles them to enter all the different public services, and practise as medical men.

2744. Is that regulation in your opinion the chief cause why the medical students frequently decline to go to the Royal University?—That is I think the chief cause.

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Cork.
June 2, 1884.

Stephen O'Sullivan, M.D., Q.H.I., M.CH., F.R.C.S.I.

2745. Do you know of any other cause under any of the regulations?—I do not know of any other that I can bring to my mind at the present moment.

2746. There has been nothing particularly affecting the teaching in surgery, for instance, as this year's subject?—I am not aware.

2747. Dr. MARSTON.—Are you satisfied with the cost of medical education?—The cost is very reasonable.

2748. Does the course of operative surgery cost the students much?—The fee is £2 for the course of operative surgery for three months.

2749. That is probably less than anywhere else?—It is less than in the majority of places. There may be others where it is less. I am not sure.

John James Charles, M.A., M.D.

*Professor JOHN JAMES CHARLES, M.A., M.D., D.S.C., F.R.U.I., examined.

2750 CHAIRMAN.—You are the professor of anatomy and physiology here?—Yes.

2751. How long have you filled that chair?—Nine sessions.

2752. Can you tell me according to the rules of the General Medical Council, what number of years a student must attend dissections, and what certificates he must produce of having attended dissections?—It depends greatly on the licensing board.

2753. Are there some that require a larger number of attendances, and the production of certificates of a greater number of courses?—Yes.

2754. Mention some that require two or three years?—The College of Surgeons, Dublin, up till lately required three years certificates of lectures on anatomy and three years certificates for dissections. They have altered this arrangement within the last two years, so that the students must now produce three years' certificates of dissections, and two of attendance on lectures.

2755. Does the same rule apply to any other licensing body?—I do not think any other body requires so many attendances. In one or two places only one course of lectures is required.

2756. A medical student here in his third year who is intending to go up to the College of Surgeons, and who would be obliged to produce the certificates of having attended the three courses of dissections, can do it in this college?—Yes.

2757. In addition to that must he also attend courses of lectures?—Yes. As a rule we require him to attend the course of lectures, but if he wanted only the certificate for dissection in his third year he could get it on making application to the Council.

2758. That is if he wanted to go to the College of Surgeons he can do so?—Yes.

2759. Has he to pay the fee as if he took the lectures?—There is only one fee in the statutes for practical anatomy, and if you turn to the statutes of the College, page 301, you will see it.

2760. I see this fee at the commencement of the third year. Does that cover everything?—Yes, there is only one fee; that is only one class-fee. There is a difference between the arrangement in the Queen's Colleges, and almost every other school in the United Kingdom. In the Queen's Colleges there is only one class-fee for both the class and dissections. In Dublin, Edinburgh, London—in fact in every school except the Queen's Colleges, there is a fee for the class and a fee for dissections.

2761. Then do I understand you to say that there is no fee charged for dissections in this College?—None distinct from that for the class of practical anatomy. The fee that is received here, in addition to the class-fee, is for expenses.

2762. I am wrong in using the expression "fee," but is there an addition to the £3?—£3 it is.

2763. "The fee payable for practical anatomy or practical chemistry shall be £3?"—Yes; for each session.

2764. But in addition to that, is there anything charged to students attending the dissection-class?—Yes, as in every anatomical school in the world. Payment, it is more properly called, than fee.

2765. What is the amount of the payment?—£1.

2766. Suppose we take a student who simply matriculates, and who is intending to pass the College of Surgeons, and is attending the classes here, must he, in addition to the £3 for the lectures, which he says he does not want, pay also £1?—Yes.

2767. Is that every session?—Yes; £4 altogether. The £4 exhausts everything, about half what it is in any Dublin school.

2768. He is very much in the position of Artemus Ward's man outside the show—"you cannot go in without paying, but you may pay without going in." Is not that so?—Quite so.

2769. You said a moment ago that there was a payment exacted for the dissecting school?—Yes.

2770. And that it is here £1. Are there any expenses in connexion with the subjects that are used for the purpose of dissection?—Yes, it is chiefly to meet these that the payment is made.

2771. Might I ask you, without going into details does that answer of yours apply to subjects which are sent from the Cork Lunatic Asylum?—It applies to the expense of all subjects wherever they are procured.

2772. Are there any expenses in connexion with the subjects sent from the Cork Lunatic Asylum?—Yes; we never get a subject anywhere free from expense.

2773. Is this fee of £1 more than sufficient to defray the expense of procuring the subjects?—No; a subject at present would cost more than the money that is paid for it by the student.

2774. Then do I understand that including the subjects which are supplied from the Cork Lunatic Asylum there would be any surplus at the end of the session from this payment of £1 by the students—I mean any surplus over and above the expenses in connexion with procuring the subjects?—You cannot expect me to go into details.

2775. Certainly not. But take it any way you like. I put my question in the most general form, whether this pound is more than sufficient to defray all the expenses that are incidental to the procuring of the subjects?—I cannot easily give you a direct answer. I will explain easily.

2776. I am not asking you for details?—If a student were to dissect the whole subject at present he would be in my debt at the end of the session; but, inasmuch as there are some students who dissect little, and others who dissect much, there may be a surplus at the end; but the arrangement we have here and in Belfast, and, to a certain extent, in Galway, is that the student who has paid the class fees and charges for expenses for three sessions is regarded as a *perpetual* student, and is ever afterwards required to pay only the sum for expenses each session he may wish to dissect. The payment, therefore, of £1 for expenses is, in a sense, part of a composition fee. About 90 per cent. of the Queen's College students dissect at least four sessions, so that the private arrangement I have referred to which enables them to get their fourth year practical anatomy free is a considerable pecuniary saving to them.

2777. When you say "free" do you mean without any charge for dissections?—Without any class fee.

2778. I will put the question in another way. Is

* See Appendix III. B.—No. 32.

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any portion of this pound which is paid by the students for dissection applied in any way to increase the personal emoluments of the professor?—No, none of that money remains with me.

2779. And the professor derives no personal emolument whatever from it?—No personal emolument.

2780. You are acquainted with the provisions of the Anatomy Act?—Yes.

2781. Are the provisions of that Act duly observed in connexion with the subjects which are used in the school?—Yes. The Inspector of Anatomy looks after all these matters, and he is quite satisfied.

2782. Dr. Stoney wishes it to appear clearly that the fee of £3 payable by students is a fee payable to the professor as part of his emoluments for the use of his dissecting room?—The class fee is solely for teaching either by lectures in the class room or by demonstrations, &c., in the dissecting room.

2783. And is not intended to apply to anything else?—Certainly not to expenses.

2784. I understand you to say that there never is a surplus at the end of the year?—I do not say there is not a surplus at the end of the year. I say none of it remains with me. It is spent on the school, and, as far as I am concerned, I put myself in a better position than the professors in other schools, because I have documentary evidence to show that in Dublin if there be any surplus it is considered part of the emolument of the professor.

2785. If there is any surplus at the end of the year it is applied by you for the school?—Yes.

2786. [*President.*—I should like to intervene in this matter as the head of the College, because this question is agitated with the public. This College has nothing to do with it, nor has a right to have anything to do with it, and I wish to say, formally, this is a matter between the Professor of Anatomy and the students, and I must object, in the strongest way, in public now, to have any inquiries made of the Professor of Anatomy with regard to the cost of subjects.

2787. CHAIRMAN.—Dr. Sullivan, of course we are bound to receive any statement of yours with the greatest respect, but you must allow us to determine what are our duties under the scope of the inquiry.

2788. *President.*—It is not a fee of the College; it is not collected by the Bursar, and not taken into account in any way.

2789. CHAIRMAN.—Dr. Charles has fully and frankly explained what it was.]

2790. *Witness.*—If you require full details I have no objection to give you every item in private.

2791. CHAIRMAN.—Would the surplus you speak of amount to anything like a considerable sum?—Some years it might amount to something, but I would rather not enter into details.

2792. But large or small, none of it swells your emoluments, but all of it is devoted to the purposes of the school?—That is my arrangement. I hold that I have a perfect right to it if I wished.

2793. That is another matter. It is more to your credit not to insist upon your right.

2794. Dr. MARSTON.—Personally you have no financial interest in it?—No, it is a benefit to the College, to myself, not so much a benefit.

2795. You are the Professor of Anatomy and Physiology, and your time is, I believe, wholly occupied with your professorial duties?—Yes.

2796. You are not attached to any hospital?—No.

2797. How long have you been here?—Nine sessions.

2798. Were you engaged in teaching in any place before you came here?—Yes, I was assistant to Sir Wyville Thomson in the University of Edinburgh, and I was Demonstrator of Anatomy in Belfast.

2799. How many students are now in the college in the medical faculty, do you remember?—I cannot say how many in the medical faculty. I can only speak of my own classes.

2800. How many in your own classes?—There are over 200 in anatomy this year, and ninety-six in physiology.

2801. I suppose you consider it advisable that medical students should have a good preliminary education at the beginning of their medical studies?—Yes, but I do not think the Royal University plan is the best way of attaining that result.

2802. But still you think there should be a good preliminary general education?—Yes.

2803. Can you tell me if the numbers in your classes have varied very much from time to time? Is there any falling off lately, or is there an increase?—There was an increase up to 1881–82. In 1875 the numbers were, in anatomy ninety-six, in physiology ninety-eight; in 1881–82 the numbers were, in anatomy 258, in physiology 143, so that there was a gradual rise from 1876 to 1881-82. There has been a falling off since.

2804. To what do you attribute this falling off?—To the dissolution of the Queen's University, and the establishment of the Royal University in its place. The medical students have now five years to spend at medicine, instead of four as they had formerly, and that in itself is, I think, a sufficient reason for the students, who as a rule are not very well off.

2805. That you think accounts for it?—Yes, that is the reason.

2806. The increased length of time and the additional expense?—Yes.

2807. Are you satisfied with the attendance of the pupils. Is the attendance good as a rule?—Yes, as a rule.

2808. Do you have the roll called so as to mark the attendance?—Yes, most carefully.

2809. Have you all the materials and appliances necessary for teaching?—Yes.

2810. And for practical laboratory purposes?—The physiological laboratory in Cork is better equipped with instruments than any laboratory in Ireland.

2811. And has the supply of these appliances been progressing in Cork, and keeping pace with the requirements?—Yes, and as far as means will allow, the President of the College has always helped me in getting every instrument I wished.

2812. And you are very well satisfied in that respect?—Yes.

2813. Have you regular examinations?—At the end of the session, and sometimes during the session.

2814. How do you really test the progress of the students?—By asking them questions occasionally during the session.

2815. Do you put them in competition with one another?—There is a competitive examination at the end of the session, not during the session.

2816. Have you sufficient aid in the way of demonstrators in teaching generally?—Yes; but I think that the State should provide assistance.

2817. To what extent?—There should be one assistant at any rate provided by the State in anatomy, and perhaps another in physiology. None of the present demonstrators are paid out of the college funds.

2818. Anatomy has been a strong point with your medical students; have they always done well in it?—Yes, we are proud of the results, as the College has been amongst the first.

2819. Have you sufficient accommodation?—Yes, as you can see, we have one of the best dissecting rooms in the kingdom.

2820. To what university or examining boards do your students in the medical faculty go for their degrees?—Up till four or five years ago the majority went to the Queen's University, and a small number went to the Royal College of Surgeons, Edinburgh. I really could not tell you exactly what the students are doing at present. Some of them are going to the London College of Surgeons, some to the Dublin

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Cork.
June 9, 1885.
John James Charles M.A. M.D.

College of Surgeons, some to the Edinburgh College of Surgeons, and some to the Royal University.

2821. In what proportion are they going to the Royal University as compared with all the rest; can you give it approximately?—No, because the number varies, and it is likely to be less this year than it was last year. I am only giving a guess, because the class is the same for the students no matter where they are going. I have no means of ascertaining where the students are going unless I made inquiries amongst them.

2822. They do not avail themselves of the Royal University to the same extent they did the Queen's University?—Not to the same extent.

2823. Have you any experience of the Royal University?—Yes, I have been an examiner in the Royal University since it was established.

2824. You have been an examiner?—Yes. I am an examiner at present. Our students do very fairly. In fact as the returns show, the Cork students are among the first at all the medical examinations.

2825. Then it is a fair test of your teaching?—Yes, it is a fair test.

2826. You are satisfied with it?—Yes, as far as the results go the Cork students, I think, have no reason to complain.

2827. CHAIRMAN.—Then so far as they get the exhibitions you are perfectly satisfied?—Yes.

2828. Dr. MARSTON.—Do you think that the students can usefully pursue an arts course and a medical course, conourrently or not?—I think not. The arrangement in most universities, which is preferable to the arrangement in the Royal University, is to encourage the student to take an arts degree first and his medical course afterwards. Then he is likely to have a good arts degree and a good medical degree. But the tendency of the Royal University will be to make the preliminary examination in arts indifferent, and the medical examination may eventually become the same.

2829. With regard to the medical examinations I suppose you do not consider that Arabic or Sanscrit are of much use to the medical student?—No.

2830. Assuming that the medical student has had a certain amount of Greek in his matriculation examination, would you consider it better to substitute French or German for Greek afterwards, looking to the future career of the student?—I think so, at subsequent examinations.

2831. For the study of the profession of medicine, would you not say that mathematics and modern languages were about the best subjects to be practically useful?—I think the student might have a small amount of Greek in his matriculation examination, but after that, I think, every medical student ought to learn French or German.

2832. Do you think your curriculum as it is framed is the best training for a medical man at the present day?—Do you mean the curriculum of the College or of the Royal University?

2833. Take them both?—I think the curriculum of the College is fairly well suited.

2834. Well now take the other?—I think the curriculum of the Royal University would do very well if the preliminary examination in arts were omitted, and the matriculation examination made a little more difficult.

2835. That is the practical way you would have of meeting it?—Yes. I think if that were done the students would go to the Royal University in nearly as large numbers as they did to the Queen's University.

2836. You have had an opportunity of contrasting the teaching here with that elsewhere. Give us the results of the comparison you have formed?—I think the knowledge of anatomy as shown by the students of this College is as good as it is anywhere else, and the evidence I have of that is the success of the students in the Royal University and in the Queen's University. They have been amongst the first as you will see on looking at the calendar of the Queen's University. They have also been amongst the first in the Royal University, so that as far as examinations go, I think there is sufficient evidence to show that they really know their work very well. Then again the visitors of the General Medical Council pronounced a very high eulogium on the examinations.

2837. Who were the visitors?—Professor Humphry, of Cambridge, and Mr. Power, of London. You will see in their report.

2838. What is the date of it?—1874.

2839. CHAIRMAN.—Is there anything later than that?—Not of the Queen's University. There has been no visitation of the Royal University.

2840. Dr. MARSTON.—I remember it was very complimentary. Perhaps you would read it?—

"It is with much pleasure that we are able to report so satisfactory of the medical examinations in the Queen's University. Though there are some points which, in our opinion, might be altered for the better, there are others which seem to us well worthy of imitation."

In speaking of the examination in anatomy it says—

"This examination was most complete and admirable."—page 50.

At page 55 it says—

"This examination, like the former one, was exceedingly complete and searching, and very fair and satisfactory in its results."

Again, at page 61—

"We were very much impressed with the general excellence and thoroughness of the examinations we witnessed so far as they went . . . The practical anatomical examination was certainly quite admirable in its thoroughness and completeness."

Again, at page 74—

"On the other hand we feel bound to repeat that the examinations which we witnessed were, within their scope, admirably well conducted, and complete and thoroughly honest."

2841. Rev. Dr. MOLLOY.—Read the sentence before the one commencing "On the other hand"?—

"But we know that many of those who are engaged in the work of the University entertain with regard to some of those matters opinions similar to our own, and entertain them no less strongly than we do."

That refers to something else.

2842. Dr. MARSTON.—That was about increasing the number of examiners?—Yes, and some other things.

2843. Those quotations have reference only to the subject you were speaking of, namely, anatomy?—Yes, and also to other branches of the medical examination.

2844. Have any of your students graduated at the London University or taken the fellowship examination at the College of Surgeons?—Some of them have passed the preliminary examination and first professional examination of the College of Surgeons for the fellowship, but I do not know that any of them have gone to the London University.

2845. Have any of them successfully competed for the Indian and other medical services?—Yes, several of the first places have been taken by them.

2846. What I want to get at is the standard of education here as contrasted with other places?—The students from this College have on several occasions taken first place in the examinations for the Indian Medical Service. It is only two or three years since the first place was taken by a student from this College. The only complaint that I have heard from any of our students in regard to their examination in anatomy was that it was so easy that they had not an opportunity of showing off their knowledge.

2847. Rev. Dr. MOLLOY.—Where was that?—At the examinations for the Army Medical Service.

2848. Conducted by whom?—Conducted by the examining board in London.

2849. Dr. MARSTON.—Can you give us your opinion briefly of the examinations as usually conducted, as a

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test of knowledge and ability in a profession like that of medicine?—I think that to rely on mere marks is very fallacious. I mean with regard to fixing the minimum. I think that examiners ought to be teachers so as to know exactly what is essential and what is unimportant in an examination.

2850. Are the scholarships and exhibitions fairly distributed here with respect to the different faculties?—Yes, I think so.

2851. Are they eagerly competed for in the medical faculty?—Yes, as a rule there are eight or nine candidates for two scholarships.

2852. These you would consider the best men?—Yes.

2853. It has been said that at the Queen's College, Belfast, a large number of students, because there are not sufficient scholarships there, and also because they can be obtained elsewhere, go to compete outside that College. Do you know if any of these men come here?—Very often some of them come here thinking this school is better than their own. I cannot of course enter into reasons of that sort.

2854. Do you think it is better?—I am not saying it is better. I am only saying that some of them think so.

2855. What opportunities does this place afford as regards its hospitals for practical medical teaching?—I am not attached to any hospital.

2856. But having been in other places you have had an opportunity of judging, and as you are not attached to any of the hospitals we might expect to get an impartial opinion?—The students have ample material. They have a large number of hospitals. In fact they have hospitals for every kind of disease. They have special as well as general hospitals.

2857. They are not spread out too much to be available?—There might be an improvement made in this respect.

2858. Have you compared this with other places, say with the average provincial medical schools in England. Would you say that a medical student has quite as good opportunities here as there?—He has certainly better here.

2859. Do the young men avail themselves of those opportunities afforded here as a medical school, as they should do in your opinion?—Of the hospitals?

2860. Of the College and the training they get in the College?—I think so.

2861. Do you think this College, regarded as a medical school, is fulfilling its object?—Certainly.

2862. Are you satisfied that the fees paid here are of such a character as to be suitable to the means of those that come here?—I think they are exceedingly moderate. They are the same here practically as in the other two Queen's Colleges.

2863. I understood you to say that you are well provided with all the means of teaching physiology?—Of course there are still some apparatus that we ought to get, but we are at present well supplied.

2864. Of course every man has a tendency to think most of his own subject, but has it ever occurred to you that the details of materia medica occupy too much time in going through the whole of the Pharmacopœia, for example?—Yes, I think the work of the student might be curtailed.

2865. Have you any suggestions to make with regard to improvements here of a practical kind that you think necessary or of a pressing character?—None that I can think of at this moment. I am now speaking of course of my own department, but I believe that in chemistry there might be a larger laboratory. In my own department I think the chief drawback is the want of paid assistants. I think it would be advisable to have some permanent assistants paid by the State.

2866. Do you know the hospitals here?—Pretty well.

2867. Are you satisfied with the amount of material they have for teaching purposes?—Yes, I think if it were well worked it would do the students.

2868. Is it well worked?—Perhaps it might be better worked.

2869. Do you think that the theoretical teaching is too extensive and that it is encroaching too much on practical teaching to develop the best sort of men?—No. I think the best theoretical students have always attended properly to the practical work.

2870. Would you say that the ordinary run of men turned out from the College is quite equal to the average of what we call general practitioners in England?—I would say it is a great deal better. The difference, if I were to make a difference, would be that the English medical practitioner has likely seen more hospital practice, because in London there is a large number of hospitals which students can attend; but the practitioner who has been educated here would have a great deal better theoretical knowledge.

2871. Would you like to see his opportunities for practical knowledge increased here in Ireland?—Yes. I think it would be an advantage.

2872. You think it would be a good direction in which to improve them?—I think it would.

2873. Dr. STONEY.—On this subject I would like to ask whether if a more extensive opportunity for the study of the rarer cases of disease is to be obtained than can be obtained in a provincial centre, you consider that that study would be most effectually pursued by attending metropolitan hospitals, such as those of London, Paris, or Vienna, after the student had cleared off his mind the whole pressure of his studies for his qualification or degree?—I think the best arrangement would be for the student to spend his four sessions in Cork and then if he can afford it to spend a year in London.

2874. In reference to the question of examinations, is it your opinion that the examinations in the medical department ought to be made as practical as possible?—Certainly.

2875. And that was one of the great aims of the Queen's University up to this?—Yes.

2876. To make them every year increasingly practical?—Yes.

2877. In reference to a year in arts, is it your opinion that the students of this College and generally students from the South of Ireland, can afford to pursue their studies for five years?—I think the majority of them would not like to spend five years.

2878. Then if a year in arts is required it must be taken off the four years?—Yes.

2879. Do you think that medical education would suffer in that case?—Decidedly; the students would not pass their examinations.

2880. Would they obtain a good education then?—No; they would neither obtain a complete or thorough education, nor would they be able to pass the examinations.

2881. You have had much experience of making recommendations annually to the Senate in the Queen's University, of which you were a distinguished graduate, and also an examiner for a long series of years?—Yes.

2882. Are you aware that there was a great desire to increase, so far as was consistent with other considerations, the arts education of medical students?—Yes.

2883. And that it was considered that a modern language and experimental physics were the most that could be imposed subsequently to matriculation without injuring the medical education?—Yes.

2884. And that these two subjects were selected because it was supposed that a modern language was the most useful to a medical man on the linguistic side, and experimental physics the most useful on the scientific side?—Yes; speaking of experimental physics in the Queen's University, the students were required to attend a course of lectures on experimental physics, and then they were fitted to understand something of

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CORK. June 9, 1883.

John James Charles, M.A., M.D.

the modern progress in physiology. Now the student comes to me having passed the matriculation examination in natural philosophy, and he does not know the difference very often between an induced current and a constant current in electricity.

2885. Do you think the study of the parts of experimental physics that bear on physiology is a very useful part of medical education?—Yes, exceedingly useful; to give you an instance of what I have referred to: I was showing experiments with Du Bois Reymond's induction coil, and a student of the Royal University after lecture wished to know how the current passed from the primary coil to the secondary coil when there was no wire joining them.

2886. Is the mere passing of examinations an adequate test that the candidate has had an opportunity of acquiring this knowledge?—Certainly not.

2887. With reference to the general education of candidates under the old system, where there were four years allowed entirely for medical study, are you aware that the prize essays in English that were offered to be competed for by all graduates and undergraduates were often obtained by medical students?—Yes; there was also a prize limited to medical students.

2888. Would you not consider that strong evidence that they had an opportunity of acquiring very satisfactory general culture?—Yes, and many of them took degrees in arts before they entered on the study of medicine.

2889. In that case the two courses did not in any degree clash?—No.

2890. In reference to the examinations and the opportunities that candidates have of availing themselves of the advantages of the Royal University, do you concur in what has been already said as to the expense on candidates being now more than it was before?—Yes.

2891. In reference to that other subject that all the candidates that have proceeded from the College to the Royal University have not had it within their power to present themselves for honours, those that had studied under the Queen's University could only do so by foregoing the almost to them necessary condition of proceeding under the curriculum in which they had already been instructed?—Yes.

2892. Would you consider that the honours and the qualifications that have been obtained at the other examinations that have been passed in the Royal University an adequate measure of the work done in this College?—No: not altogether.

2893. With reference to the number of candidates from other institutions going to the Royal University, there would probably be at first an increased number beyond that which would be maintained?—Yes.

2894. Whereas those that went forward from the Queen's Colleges only represented the natural annual crop, if I may use the phrase?—Yes.

2895. Have in every case the awards that have been announced in the Royal University been those that have been made by the examiners?—I can answer the question as a member of the Board of Examiners. I can give the information if Dr. Stoney wishes, but perhaps I should not. If I might suggest, perhaps the Secretaries would be the proper parties to give this information.

2896. CHAIRMAN.—The majority of the Commissioners think this line of evidence is inadmissible.

2897. Dr. STONEY.—With reference to the desirability of medical graduates having a knowledge of Greek, do you consider that the power of looking out in a Greek dictionary, and of appreciating the derivation of Greek terms requires a knowledge of Greek?—No.

2898. And is not that knowledge important to the medical student?—I think he might know a little more than that.

2899. Do you consider a knowledge of Greek, in the proper sense of the word, as a Greek scholar, is of more importance to a medical candidate than a great number of other subjects utterly outside his profession?—Yes, I think that a knowledge of Greek would be useful.

2900. And would any knowledge of the higher mathematics?—Yes.

2901. You would not advocate that medical students should be required to study the higher mathematics?—Certainly not.

2902. And you would put the study of Greek in the proper sense of the word—becoming a Greek scholar—on the same footing?—Yes.

2903. Rev. Dr. MOLLOY.—I think you adduced the results of examinations in the Royal University as evidence that the students of this college acquired a good knowledge of the subjects, so far as you knew, in which they were educated?—Yes.

2904. And also the examinations of the Army Medical Service Examining Board?—Yes.

2905. You do not then adopt the opinion that we are to attach no importance to the examinations of a mere examining board?—No; "no importance" is too strong an expression to use.

2906. Professor JACK.—Whereabouts is your class in the curriculum?—I have physiology and anatomy.

2907. So that there is a class in anatomy for first year's students, a class for second year's students, and a class for third year's students?—Yes.

2908. And in physiology?—For the second year's students there is a junior division, and for third year students there is a senior division.

2909. Has the change of regulations from the Queen's University to the Royal University made any diminution in the classes of anatomy and physiology, and what years would that diminution apply to?—Yes; in the present session it would be the first and second years.

2910. Not the third year?—Not as yet.

2911. It would not affect the third year's anatomy class, or the third year's physiology class?—No.

2912. How much is the diminution at present?—In physiology from 143 to 96.

2913. You mentioned that the regulations of the Royal University diminished in your judgment the attendance here. I understand that students who come here are perfectly free to obtain qualifications in medicine elsewhere. Is it within your knowledge whether they obtain their qualification in Ireland?—The majority go to Scotland.

2914. Is it a disadvantage to students to have to go so far for their qualification?—Yes.

2915. It is a perfectly competent thing for a student to get all his medical education here, but he has to make periodical visits to Scotland?—Yes.

2916. Have you any information with regard to the standard of education required by the licensing bodies?—The standard of the Royal College of Surgeons, Edinburgh, has been raised, I believe, during the last five or six years, and it is a fair one at present. The examinations are not equal to the Royal University in point of difficulty.

2917. I presume that the great bulk of medical students, who do not proceed for the qualification of the Royal University, proceed for their qualification under the licensing boards, not under another university?—Yes.

2918. For example, is there any large number of students who proceed to the University of London?—No.

2919. All the other universities would require a certain amount of residence?—Yes, that is an obstacle.

2920. So that the effect of any regulations on the part of the Royal University is to induce the students to take their qualifications under licensing boards?—Yes.

2921. And the impression is that these licensing boards are satisfied with a lower qualification?—As a rule.

2922. We asked some questions before with regard to the number of students who have either passed the

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Queen's University matriculation examination, and not appeared since in the lists of the Royal University, or who have not matriculated at all—that is ninety-five medical students. Would it be possible for you, as medical professor, along with your medical colleagues, to give us information as to what course these medical students are pursuing?—Yes, but it would be only guess-work with regard to a great number of them, because the majority of the students have now left the college.

2923. You personally know a great deal, as you have 200 medical students out of 235 in your class. You know as much of the medical students as any professor?—Yes.

2924. We should like to know, as far as we can, and subject to any observation that the medical professors wish to make with reference to such a return—what the students who are not pursuing their course for the Royal University are meaning to do?—It is clear if they are not proceeding to the Royal University they are going to some licensing board.

2925. You would be of the opinion Professor O'Sullivan expressed, that the medical students who are here are not coming here merely to obtain education in certain subjects?—Yes. I am sorry that not many are coming solely for educational purposes.

2926. Almost none?—Yes.

2927. So that we may take it without any evidence in detail that those ninety-five men are substantially pursuing their education with the view of presenting themselves to medical boards?—They have that intention at any rate.

2928. If they ceased to have that intention they would probably cease to attend the college?—Yes.

2929. CHAIRMAN.—Do you wish us to take this report of the Visitors of Examinations as representing the present state of the medical school?—Yes; with regard to anatomy.

2930. But only with regard to anatomy?—It will apply to other subjects likewise.

2931. I observe, on looking over it, that the description is not of that roseate character you give us?—Yes; but there are changes which have been made since 1874.

2932. Then when you read out certain passages selected, you only meant to speak of 1874?—Yes; and also to speak of the present time with regard to the subjects I teach. I am not here representing other departments.

2933. Now, for instance, you have nothing to do with the statement I find here with regard to the midwifery examinations?—No; but the examinations in midwifery, medicine, and other subjects were altered in the Queen's University subsequently to that report. There was fault found with the examinations.

2934. And in consequence of this report?—I believe in consequence of that.

*2935. Therefore we may take it, that this passage would not be applicable now:—

"We were present at the examination of a good many of the candidates, and they seemed to us generally to betray great ignorance of the subject, and to have had very little practical experience indeed. There was not one amongst those we saw who applied the forceps with skill, or even with intelligence. We subsequently formed the opinion that the large proportion of failures to pass, and the low marks generally obtained by the successful candidates gave a very fair notion of the general quality of the candidates."

—Times are altered since that.

2936. Professor JACK.—I understand the whole of this applies to 1874?—Yes; for instance, the Visitors find fault with the mode of conducting the examination in the Queen's University; that there should be two examiners in medicine and other subjects. After that there were two examiners in each. You might almost ask me the same question with regard to the midwifery examination of the Royal University at present. You would find that some of the examiners there still find fault with the students.

*2937. CHAIRMAN.—In page 65:—

"As regards the other and more important subjects of examination for the M.D., it is certain that the theory and practice of medicine holds quite a subordinate position amongst them."

Has that been altered?—Yes; there are two examiners in that subject.

*2938. Listen to this:—

"We have shown that the requirements for the matriculation examination are exceedingly limited, and at two of the colleges are, in some respects, little more than a farce."

—Yes.

2939. You did not mark this passage for me?—I said I only came to represent my own department.

2940. Dr. MARSTON.—I would like to understand this. You merely applied those passages that you quoted to the subjects of anatomy and physiology because they are in your cognizance?—Yes.

2941. Do you consider that they represent fairly what the state is now, though printed in 1874?—Yes.

2942. Is it the fact that with regard to other points, in consequence of these strictures, alterations were made in the Queen's University to meet them?—Yes, that is the fact.

2943. Rev. Dr. MOLLOY.—Do you state that of your own knowledge?—Yes.

2944. CHAIRMAN.—I find that some of the changes are made and some are not made?—But you see the Queen's University is no longer in existence, so that you cannot say what would be the character of its examinations if the University existed now.

2945. It is not the condition of the Queen's University. If we find certain remarks made on the mode of teaching, and that that mode of teaching has not been altered, we can draw our own conclusion?—They were finding fault with the method of examination and the small number of examiners.

2946. Rev. Dr. MOLLOY.—They say the matriculation examination was little more than a farce?—That is not in my department.

2947. Professor JACK.—Kindly state what the document is?—It is the report of the Visitors of Examinations on the Medical Examinations in the Queen's University, Ireland, 1874.

2948. Dr. STONEY.—Do you know of any other report of the Visitors of the General Medical Council in which they passed as high encomiums on any examination?—I am not aware.

2949. CHAIRMAN.—Or in which they made such severe strictures on other portions of the examination?—There are scarcely any Visitors go to a school without finding fault with something. If you were to read what they said about the examinations of the College of Surgeons, Dublin, you would also find sharp criticism.

2950. Dr. STONEY.—You have great experience as an examiner. Do you think the defining of a minimum of marks by the external act of a Board distinct from the Examiners is one likely to work well?—I do not think it would work well.

2951. Or be of any real significance?—It may be a guide—not much more.

2952. Are the results of examinations, as seen by the public, apt to be over-appreciated?

CHAIRMAN.—Do not answer that question.

2953. Dr. STONEY.—Examinations become of real value when they tend to raise education?—Yes.

2954. And those examinations that tend to raise education are those that are based on the actual instruction given, and those that take the most practical form?—Yes.

2955. But other examinations are less useful and of a less significant kind?—Yes.

2956. And a candidate might be very competent and yet fail to pass an examination which was not adapted to the studies that he had pursued?—Yes; there is a certain amount of grinding or cramming necessary.

NOTE.—Dr. Stoney objected to passages marked with an asterisk being read by a member of the Commission.

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CORK.
June 3, 1884.

John James Charles, M.A., M.D.

2957. Dr. MARSTON.—Has the Royal University raised the standard of medical education in your opinion, and has it removed any cause for the strictures that were read out to you with regard to midwifery and the practice of medicine?—In some things perhaps it has raised the standard.

2958. Because, if so, it deserves credit for it?—I believe if the Queen's University had continued that all the strictures referred to there would have been removed, and all the improvements made.

2959. Were they made before the Queen's University ceased to be?—They were being made by degrees.

2960. And have they been completed by the Royal University?—So far as I know.

Edward Richard Townsend, esq., M.D.

EDWARD RICHARD TOWNSEND, esq., M.D., Dublin University, examined.

2961. Dr. MARSTON.—What post do you hold in the South Infirmary?—I am physician of the South Infirmary.

2962. How long have you been so?—Nearly twenty-five years.

2963. What is the accommodation of the hospital?—It contains 110 beds.

2964. Is there a medical and surgical side?—Yes.

2965. What is the number of your staff?—Two physicians and two surgeons; one extern physician and one extern surgeon.

2966. Is that your teaching machinery?—Yes.

2967. Have you any ophthalmic beds?—There are ophthalmic wards on the surgical side.

2968. How many ophthalmic beds have you?—Two wards, in which there are about twelve beds especially ophthalmic.

2969. Have you a large number of patients of all classes?—Yes, a very large number.

2970. Can you give any approximate estimate?—The report of last year says there were 14,000 extern patients. That number includes of course many of those who returned again. In other words, there were 14,000 attendances for the extern patients.

2971. What is the population of Cork and the immediate neighbourhood that would be likely to be benefited by the hospitals?—The population of the city is about 80,000, but the South Infirmary is the county hospital as well, and patients are sent to it from the whole county of Cork.

2972. And what would be the population of the county?—I cannot say; it is a very large one.

2973. Is the hospital chiefly medical or surgical?—There are sixty surgical and forty medical beds, generally occupied; but there may be ten more beds occupied if necessary. The average number of patients though was diminished last year a little, in consequence of want of funds.

2974. Do you get many accidents and fractures, and so on?—A great number.

2975. You know that as a matter of fact?—Yes, and an immense number of accidents are sent from the whole county of Cork into the hospital, because it is the county infirmary.

2976. What is the number and character of the cases that you get on the medical side; are they sufficient to illustrate all the ordinary diseases?—Every class of disease, with the exception of infectious cases.

2977. What provision is made for infectious cases?—They are sent to the fever hospital.

2978. Do you know, as a matter of fact, what provision is made for them at the fever hospital?—There is a very large hospital, especially for infectious cases, in Cork.

2979. Are there ample opportunities for studying infectious diseases?—Yes, and students attend now.

2980. Are the students bound to attend?—They are, by the regulations of the Royal University, bound to have three months' attendance at a fever hospital.

2981. How many students have you attending your class—going round?—This year there are not as many as the ordinary number. Our ordinary number was from sixty to eighty students. This year there are not quite so many. Last year we had a class of fifty-eight.

2982. Tell me, briefly, how you teach them?—We take them around the wards. One physician goes round at nine o'clock, and takes them for an hour. The surgeon goes round at ten o'clock, and takes them for another hour. The case is diagnosed, and the students are questioned at the bedside. They are made examine the case with the stethoscope, &c.

2983. Do they use the stethoscope, microscope, and test tubes in the wards?—Yes.

2984. Have they plenty of appliances in that way?—Plenty.

2985. Have you had an opportunity of comparing the character of the diseases in the hospital with what obtains elsewhere in other hospitals?—I have.

2986. And with what results?—I think our hospitals in Cork compare very favourably with those in any other provincial city, and probably with many of the metropolitan hospitals, because the field which supplies us with cases is far larger. There is not the number of hospitals to divide the cases amongst as in Dublin. For instance the whole county of Cork sends us medical and surgical cases, and therefore, beside the city cases, we have the county cases. There is a very large number of accidents, and a very large number of medical cases also. I know the Dublin hospitals pretty well, and I certainly think there are a better class of cases in the infirmary here than in the Dublin hospitals.

2987. Do the men avail themselves of those opportunities to the requisite extent?—They do, and a great many of our students have been very successful.

2988. Do they go round the hospital wards, and are they sufficiently frequently present, and do they give a sufficient amount of time to the practical course?—They do. The only thing is they are not bound to attend as long as might be, but they have the privilege, after taking their hospital course and the certificate they require, of attending as long and as often as they like.

2989. Do they avail themselves of this privilege?—The advanced men who have passed and got certificates continue to attend long after they have qualified and fulfil the necessary attendances, and they derive a great deal of benefit from it. As they have not their time cut up by lectures and other things, they can give more time to study the cases.

2990. Have you a proper distribution of house surgeons and clinical clerks to give them a sufficient acquaintance with the cases?—We have a house surgeon and resident apothecary, and two clinical clerks are appointed by competition each half year. Then there are dressers besides. Several students can obtain cases to dress.

2991. Do they learn how to prescribe?—Certainly.

2992. You see to that?—I constantly make them write prescriptions.

2993. Do they know anything about the dietetics of disease?—They learn diagnosis.

2994. Dietetics?—No, I do not think so.

2995. That is not gone into?—No.

2996. Have you sufficient opportunities for teaching morbid anatomy, showing the results of post mortem examination?—That is the only difficulty. There is a drawback in this county. It is extremely hard to get post mortem examinations, but when we do, the students are invariably taken into the lecture room and shown what has occurred.

2997. You have a course of practical pharmacy?—

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Yes, the house surgeon and apothecary instructs students in practical pharmacy.

2998. So that they learn how to compound medicines?—They are taught at pleasure if they like to take it up. It is not compulsory.

2999. You do not think the distance of these hospitals from one another would militate very much against their usefulness?—They are not very far apart, and it is an advantage to the students not to be all in one hospital. It is much better that they should be divided, not to have them crowding round a bed. They see the cases much better by having space. There is an entire good feeling between the two infirmaries, and if there is any interesting case or operation, the students of one hospital can attend the other.

3000. Are they occasionally taken to other hospitals to which they would not be entitled? For instance, there are some to which the students would not ordinarily go—are they taken if there are any instructive cases?—At the Ophthalmic Hospital they have a right to attend. Dr. Sandford allows them to attend and lectures to them free of charge.

3001. What is the fee?—I cannot say. They have every opportunity there of acquiring a special knowledge of Ophthalmic surgery.

3002. Have they plenty of opportunities of studying infectious diseases?—At the Fever Hospital, certainly. I know that as a fact.

3003. With regard to infantile disease, and the diseases of women, what opportunities have they?—We have a large number of cases in the wards. In the last report we had forty cases of uterine diseases, and a large number of children's diseases. Since November last we had six cases of croup in the ward.

3004. Can you give us in a tabular form those statements of fact?—I can give you the report of the special cases which have been in the wards. There have been a very large number of cases of diseases of children—every case of children's diseases except infectious diseases.

3005. Is there any lock hospital in connexion with this?—No.

3006. Do you take in cases indiscriminately of that kind?—Well, married women, if diseased, are allowed in, but unmarried women are not admitted.

3007. Have you any provision for diseases of the skin?—They are admitted into a ward.

3008. You get specimens of every variety of disease?—Yes, and a very large amount of skin disease is taken in. The only cases we refuse are those of scabies.

3009. Have you a Union hospital?—Yes.

3010. Is that available?—No, it is not open to students.

3011. Is there any provision for teaching pathology here?—No.

3012. *Perhaps you would be good enough to put in a copy of the last report? (*Witness handed in a copy of the last hospital report*).

3013. Have I omitted anything you would desire to say?—No. I may remark the students have been extremely successful at the competitive examinations—the students who had attended no hospitals but the Cork hospitals.

3014. Are you quite clear that they make such use of the advantages of the hospital as they can?—Yes, they do.

3015. May I be allowed to look over your hospital?—I will be happy to see you at any time.

3016. Professor JACK.—I would like to know whether there are any other students besides the Queen's College students who go to your hospitals?—No. There is no other school here but the Queen's College. They do not graduate at the Queen's, but they all pass through our hands.

PATRICK J. CREMEN, M.D., Q.U.I., examined.

3017. Dr. MARSTON.—You are physician to the North Cork Infirmary?—Yes.

3018. What is the accommodation of your hospital?—100 beds.

3019. Have you been long physician there?—Two and a half years.

3020. Those beds are medical and surgical?—Yes.

3021. Are they chiefly medical or chiefly surgical?—Chiefly surgical. Seventy surgical and thirty medical.

3022. What is the character of the surgical cases?—There are a large number of fractures and acute cases of all kinds.

3023. Have you a good teaching staff there?—First class. Do the students go to this hospital or to the South?—To both. They are separate hospitals.

3024. Is your hospital fee a reasonable one. Can students get hospital practice at a reasonable rate, as compared with other places?—I do not think there is much difference in the fees. I believe they are something more than in Belfast, but there is not much difference. They are less than in London or in Dublin.

3025. As compared with other places they are small?—Yes.

3026. Are your cases on the medical side chiefly chronic?—No, chiefly acute. The number of beds being so few, we try to have as many acute cases as we possibly can, but we take in a few chronic also.

3027. Have you the power of selecting?—Yes.

3028. And you do select?—Yes, I select cases suitable for clinical teaching.

3029. Do you get all varieties of disease—such as pneumonia and all other than infectious diseases?—Yes all other than infectious diseases.

3030. You are well supplied?—Fairly well.

3031. Do you think the out-patient department is sufficient to afford all the ordinary cases a man meets with in practise?—Yes, for 1882, we had 20,135 persons attending the extern department of the Infirmary.

3032. Do you have many students there?—Yes, a very large number. They do all the bandaging.

3033. In the extern department?—Yes, they study the laryngoscope and ophthalmoscope in the extern department, under the charge of the assistant surgeon, who gives them practical demonstrations with the ophthalmoscope.

3034. And you have frequently seen them do it?—Yes.

3035. How many students are attending your classes?—114.

3036. That is the average number?—We had something more this year than last.

3037. You do not have 114 going round with you?—They distribute themselves amongst the different departments. A large number go to the extern, some to the physicians, and some to the surgeons.

3038. How many go with you?—Sometimes fifty sometimes sixty.

3039. How do you do with a case of pulmonary disease with fifty or sixty men?—The way I teach them is this, I have what we call senior practising pupils who have some knowledge of disease heretofore, and when a case comes in, they from their previous experience ought to be able to make a fair attempt at diagnosing it. I say to one of them, "This is a new case, I will expect you on the next day to have a full diagnosis of it made out, with prescriptions, other treatment, diet, and so on." On the next day then I take the class, and I examine this senior pupil minutely, as to the symptoms, the physical signs, the pathology, and dietetics, and if he is not able to answer, I pass to the next senior pupil, but as a general rule I find the first very successful. I then correct his notes of the case, and comment on any inaccuracy or inelegance in the prescriptions in the presence of these senior and junior students. Then he takes charge of that case from beginning to

* See Appendix III. B.—Nos. 24a and 24b.

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Cork.
June 9, 1881

Patrick J. Cremen, esq., M.D., Q.C.I.

end, and follows up the treatment of it. It would not be possible for a large number of students to examine that case in one day, but on successive occasions they could do so.

3040. Then you take a certain number—a small number—on one day, and a small number on another, and in that way in the course of a session you pass them through a large number of cases which they themselves examine?—Yes, and prescribe for.

3041. And in that way you aim at giving them a practical knowledge?—Yes.

3042. Do you think you have succeeded in that?—Yes, I think so.

3043. Do you ask them to prescribe?—Yes. They write out prescriptions themselves.

3044. And about the diet?—Certainly.

3045. Do you go into the causes of disease in connexion with sanitation?—Yes.

3046. You go, besides that, into pathology?—Yes.

3047. And in fatal cases how do you do?—There is a difficulty as regards the morbid anatomy. The friends of patients have a great objection to *post-mortem* examinations, but occasionally we get a few. When I get cases of that kind I take them into the operating theatre and explain the *post-mortem* appearances.

3048. Have you plenty of appliances and accommodation?—Yes, all the modern appliances for physical diagnosis.

3049. And with regard to morbid anatomy?—Yes, ample.

3050. Have you got all the appliances in your hospital for the purposes of clinical teaching?—Yes.

3051. Do you know that the students employ themselves, as a matter of fact, in learning the use of the thermometer, test tubes, and so on?—Yes, all the modern appliances—the sphygmograph, thermometers, etc. I have made them do it.

3052. They are well up in these details?—Yes, the senior students are.

3053. Do you think their powers of observation are really cultivated?—I do, and there is no difficulty in teaching the students of Cork College, having as a foundation a good theoretical knowledge of anatomy, physiology, and materia medica. I have found no difficulty whatever.

3054. You think all the details of materia medica are quite necessary?—Yes.

3055. Do you think that is carrying it too far?—I do not think a student could have too thorough a knowledge of materia medica, anatomy, and physiology, as the basis of practical medicine.

3056. Do they study mental disease?—They study this at the lunatic asylum.

3057. Is it a large one?—A very large one. About one thousand patients are there.

3058. Do you know that students go there?—Yes a large number of them.

3059. I suppose with a thousand patients they would have a considerable opportunity of studying mental disease?—Yes, considerable.

3060. Do you happen to know whether your men go up to licensing boards for their qualifications?—Yes. I think the greater number of our students went formerly to the Queen's University. A large number go to the Royal and some to Edinburgh now.

3061. Are they generally successful when they go up?—I have heard on good authority that, as far as the practical work is concerned, they are quite equal to the students of any of the Dublin schools.

3062. Do you know the Dublin hospitals well yourself?—I know the London better. I have studied in London and in Paris.

3063. In what London hospitals?—In King's College and University College.

3064. Would you be able to compare those hospitals with this?—Yes.

3065. Give us the results?—Ours are much smaller and the number of cases smaller, but at the same time we get in Cork a comparatively large number of interesting cases. Of course in London they have greater facilities—in the King's College or the University College—for teaching; but, at the same time, for the size of the Cork hospitals they do wonderfully well.

3066. You think that the greater care and attention given to men here make up for a larger number of cases?—In a great measure I am sure it would. I have seen men who remained in Cork for their entire course go up for their degree in the Royal University along with those who had gone and studied in Dublin last year, and ours were in every way equal to them. I would say the Cork men did rather better.

3067. Then you would advise them to remain here, and after getting their degree to go abroad or to England?—I certainly would. That is what I did. I am a graduate of this university. I studied my complete course here, and after that I went for twelve months to the London and Paris hospitals.

3068. It is entirely a question of expense?—Yes.

3069. Have you anything to add?—Nothing.

Henry Corby, esq., B.A., M.D. M.CH.

HENRY CORBY, B.A., M.D., M.CH., examined.

3070. Dr. MARSTON.—You are Professor of Midwifery here?—Yes.

3071. Will you tell us briefly what opportunities you have for teaching your branch, and what opportunities the students have of practically learning it?—Do you mean in connexion with the hospitals or the College?

3072. What system do you adopt in lecturing here?—The system that I adopt is, I lecture on the regular days set down on the calendar. Sometimes I examine the class for two purposes—for the purpose of seeing whether the students have attended to the previous lectures—it is on the previous lectures I examine them for the purpose of encouraging them to attend at the lectures—and also because I find that examinations are useful to students. The examinations excite attention, and the students learn by the mistakes of their fellows. So from time to time I examine them on the subjects I have already lectured on. Then there is of course a sessional examination at the end of the year and the best man gets a prize.

3073. You are connected with a midwifery Hospital?—Yes.

3074. What number of beds have you available?—I am one of the physicians of the Cork Maternity. We have no beds, because it is worked on the same principle as the extern department of the Coombe in Dublin.

3075. That is Dr. Kidd's hospital?—Dr. Kidd has latterly been attached to the Rotunda. He was attached to the Coombe ten years ago. The women are attended in their own homes. They send to the Maternity for assistance and two nurses and two students are on duty—one a resident and the other an extern. They see the patient, and if it is an ordinary case of labour attend themselves, but if it deviates from natural labour they are bound to send for the other physician or myself.

3076. There is one hospital with beds?—It is the Lying-in Hospital.

3077. Do they attend that too?—Yes.

3078. The fee is three guineas?—Yes.

3079. Do you consider they have plenty of opportunities here for learning that branch of their profession?—I think they have splendid opportunities.

3080. Practically you are quite satisfied?—Quite satisfied.

3081. You have heard read out here from a Report of 1874, some strictures upon the want of practical knowledge displayed by some of the students?—Yes.

3082. And that was the subject of adverse remarks

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on the part of the visitor. Have you anything to say with regard to that?—That cause of complaint has been removed. At that time I think there were comparatively few midwifery instruments in Cork available for the purpose of teaching students. At present there is a large number of midwifery and gynecological instruments available for the purpose of teaching.

3083. Do you think the teaching in that respect has very much improved, and that the students have now opportunities which did not then exist?—Certainly.

3084. Do you think there was a want of practical knowledge on the subject then?—I think it was about that time that the Maternity in Cork was started, and in that way there was a greater field for teaching students established.

3085. Are you quite satisfied the field is adequate now?—Perfectly.

3086. Would it be his own fault if a student did not know all about the subject?—It would be his own fault and nobody else's.

3087. Do you find they go to those hospitals and avail themselves of the opportunities there?—They do.

3088. Are you satisfied from questioning them and seeing their work that they have a knowledge of the subject?—I am. I will give you an illustration. It was my duty to hold an examination in practical midwifery. Those students who came up for that examination were the best in their year. The examination is not completed, but as far as it has gone the answering has been remarkably good. To the student who was first I have awarded nearly ninety marks, that is ninety per cent.

3089. Answering is one thing, and practical knowledge of the subject is another. It is very difficult to test practical knowledge in this subject?—I will explain the method adopted to ascertain the knowledge they possess. I take ten instruments in gynecology and ten in midwifery, and, placing them before the student, I ask him the name of them and the use to which they are to be applied. That is one part of the examination. Another part of the examination is—I get a model of the human figure and question them upon it. I give them an operation in gynecology and another in midwifery. With regard to the one in gynecology, I say to them, "I am about performing such and such an operation. You will assume I am called away to the country in a hurry, and say to you, 'You are a fully qualified doctor, and go on with the operation as you would perform the steps of it yourself, assuming there is a large class of students around you watching carefully to see you perform the steps of it properly.'"

3090. With regard to infantile cases and the diseases of women, what opportunities are there?—The opportunities for teaching diseases of women are better than they were some time ago. There is a certain amount of difficulty in getting women to submit to examination in the presence of students, but that difficulty has been considerably modified.

3091. Have the teaching and the advantages in this respect developed very much of late?—Very much.

3092. Have you had an opportunity of comparing this with other places?—I am appointed here only twelve months.

3093. Where did you come from before?—I studied in Cork. I took the arts and medical courses in Cork, and graduated in the Queen's University. With regard to the strictures made, I think the most complete reply has come from the Royal University Calendar of this year. I took a note when I heard the question asked. At pages 249–258 we find the positions the Cork men got in midwifery.

3094. If you gave the reference to the pages it would be sufficient?—That is the reference.

3095. CHAIRMAN.—It was my opinion originally the matter should not be allowed to be read, but some of the other Commissioners thought differently. We cannot go into the subject any further. We have the Calendar and we have the report?—What I would respectfully suggest is that as one side of the question has been given, in fair play to the College, the other side ought to be given too.

3096. Certainly. You may rest assured no reliance will be placed on the report without the most careful examination of the Calendar?—I am quite sure of that, but one view has gone to the press, and it would not be fair to me not to be allowed to give an answer.

3097. I intended asking you whether that passage I have read applies to the College at present, and your evidence to Dr. Marston is that it does not?—It does not.

3098. Dr. MARSTON.—Do the students avail themselves of the examination for the diploma in obstetrics in the Royal University?—Some do and some do not.

3099. They must get a diploma somewhere?—They must.

3100. It is a very good diploma?—It is good. I do not think it is so well recognised yet as that of the Queen's University, because, of course, it is newer.

3101. But still there are men known to you going in for it from Cork, and you are satisfied that the strictures that have been passed are not now in accordance with the facts within your knowledge?—Yes. In connexion with the Maternity I examined some of the men, and found they answered perfectly.

3102. You are satisfied that there is the requisite material to make men perfectly acquainted with the subject, and that during the last few years it has improved, and has now reached a standard eminently satisfactory?—Very satisfactory indeed. I would wish, indeed, there was a little more food for gynecology than there is.

3103. Could you satisfy me in some way in regard to that?—I would show you the instruments and plates which are at my disposal.

3104. That I know, but can I go to this hospital?—To be sure. The Cork Maternity has no beds, but you can see the registry of patients, and, of course, I dare say the physicians of the lying-in hospital will not have the smallest objection to your visiting it.

3105. Dr. STONEY.—You spoke of the system on which you carry on examinations during the session concurrently with the instruction. I presume it is your opinion that the carrying on of examinations concurrently with instruction gives the very best education in all the cases to which it can be applied?—Certainly. I have a very strong opinion on the subject.

3106. Candidates who have gone through such a system have attained an education very much higher than that which is ensured by merely passing examinations?—Yes. In connexion with the Maternity I make the work there dovetail in with the College work. For instance, last session I examined the students in the Maternity on the subjects I had previously lectured on at the College.

3107. CHAIRMAN.—The work in the practical knowledge, with the theoretical, acquired at your lectures?—Yes.

JEREMIAH COTTER, Esq., M.D., M.CH., Q.U.I., examined.

3108. Dr. MARSTON.—You are a graduate in honours, I believe, of the Queen's University?—Yes.

3109. And you are a demonstrator here?—I am a demonstrator of anatomy.

3110. Are you satisfied, first of all, with regard to the practical course of anatomy and physiology?—Perfectly satisfied as to the high order of teaching.

3111. You have all the appliances necessary?—Everything.

3112. Do you think you can teach the men well?—Yes.

3113. Now, to go to the Cork Fever Hospital. It seems to me to be a very important thing that the men should be thoroughly taught in contagious diseases. What opportunities have you in this fever hospital—how many beds have you?—We can increase the num-

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Cork.
June 9, 1884.
Jeremiah Cotter, esq., M.D., M.Ch., Q.U.I.

ber of beds, but the number occupied is, on the average, thirty. We have sometimes sixty, and sometimes under thirty.

3114. From thirty to sixty is the range?—Yes.

3115. What are the cases you get there?—All forms of infectious fever.

3116. *Do you get typhoid?—Typhoid, typhus, scarlatina, measles, diphtheria. (Report for 1883 handed in).

3117. It is for adults and children?—Yes; there is also attached a small-pox shed, which fortunately has not been used for many years.

3118. Have you much typhoid?—Not much typhoid, but typhus is very prevalent amongst the poorer classes.

3119. Do you get many cases of typhus there?—Yes.

3120. Have the students during the course of their studying an opportunity of seeing every variety of infectious disease?—They see every variety.

3121. Do they go to see them?—Yes, since the regulation was made by the Royal University that there should be compulsory attendance at fever hospital.

3122. Every student is compelled, in order to get a degree, to take out a three months' course?—Yes.

3123. With regard to other examining boards, what is the rule?—The College of Physicians in Ireland also requires a three months' course of fevers, and each student to get a certificate must take notes of ten cases of fever.

3124. You think it would be impossible for any student to go through the whole of his course without having seen a certain number of cases of infectious disease—scarlatina, measles, and so on?—We find the number of cases of scarlatina and measles are not very many, as, occurring amongst children chiefly, there is an objection on the part of the parents to send their young children into an hospital.

3125. But if the students see a very few such cases it would be sufficient?—Yes, but they see a great deal more. They have plenty of opportunities of studying every form of contagious disease.

3126. What is your death-rate amongst the population?—I could not tell; the death-rate in the hospital amongst typhus-cases is very low—(5·71 in 100).

3127. Have you much zymotic disease in this neighbourhood?—Yes.

3128. A great deal?—Not a great deal. Typhus is the general form; typhoid and diphtheria rarely; no small pox.

3129. What is the average number of students attending the hospital?—At present there are twenty. The Royal University compels a student to take a three months course at the Fever Hospital, and three months at the hospital will be accepted in lieu of attendance at the general hospital—that is one of the infirmaries—for the same period. What the students do is this, they attend the general hospitals during the winter months and in the summer the fever. During the winter we had no students, but during the summer—since the 1st of May—twenty students have entered who are reading for the Royal University. The students who go to Edinburgh and other qualifying Boards are not required to take out a fever course.

3130. Do they notwithstanding go of their own accord?—No students have come except those compelled to take out the course.

3131. Are they charged any fee?—Yes.

3132. What is the fee?—Three guineas—the same as at the general hospital for a like period.

3133. Are the fees for medical education here taken as a whole reasonable?—I think they are moderately fair.

3134. Have you had opportunities of comparing other schools and hospitals with those in Cork?—Yes.

3135. What other places?—From what I have read of other places. I have not studied in other hospitals.

3136. Dr. Stoney.—I believe you took the highest distinctions both at your degree examinations and the previous examination of the Queen's University?—I got first honors at the degree examination, and a gold medal, first class, at the second university with special recommendations in some subjects (anatomy and physiology).

3137. Is it your opinion that you are well educated in this College?—It is.

3138. That the instruction you received was of a very high character?—I consider it was of a very high character.

3139. Have you reason to believe that the high character has been fully maintained since?—I have. It has improved in some respects.

3140. You are continually in contact with the candidates instructed from that time down to this?—I am a private teacher. I prepare men for the examinations of the different Boards—the Royal University and the College of Surgeons, Edinburgh, and I have a good deal of acquaintance with the amount of education required to pass the different boards. I entertain a very high opinion of the men who get qualified from this college lately in the Queen's University and at present in the Royal.

3141. You know that the education was good, and you have had ample means of ascertaining that it has been maintained so?—Yes.

3142. Rev. Dr. Molloy.—I think you said the students of the Royal University are required to attend three months at the Fever Hospital?—Yes.

3143. Was it necessary to attend the Fever Hospital before the Royal University was established?—There was no compulsory attendance demanded.

3144. That is one benefit at least which that unfortunate institution has conferred upon the country?—It is a benefit decidedly.

3145. Professor Jack.—You have great experience with regard to other medical examinations?—Well, I have been teaching for over four years.

3146. We have had evidence several times that a considerable number of students in consequence of some of the regulations which have been made by the Royal University decline to go forward to the medical examinations of the Royal University, and do go forward to the medical examinations of the licensing boards. Is it for the advantage of medical education that they should adopt the course they do take instead of that they do not?—I do not think it is for the advantage of medical education.

3147. The medical education given by the college is of a very high character. Do the regulations for the Royal University tend to lower that character or to raise it?—I think the Royal University examinations are of a very high order, and tend to raise the character of medical education.

3148. Is the medical education given at the Queen's College, Cork, sufficient or insufficient for the examinations of these licensing boards, or is it more than is wanted?—It is amply sufficient.

3149. Is there any tendency on the part of the students preparing themselves for the examinations of those licensing boards to take as little as possible, as compared with the students who are preparing for the Royal University?—I have found some men who have gone for the licensing boards very good students, and some even better than those who presented themselves at the Royal University.

3150. The reason why those men chiefly go is, not because it is easier, but because it is shorter?—Yes. They have not so many extra subjects to take out, and the course is not so long, and they expect to get qualified in a shorter time. That explains the reason a good deal.

3151. On comparison of the two classes of students you have no preference to make?—My opinion is that the men who present themselves for the University examinations are generally of a higher class than those who go for the licensing boards, but I know of some notable exceptions to that.

3152. Chairman.—You said your experience is chiefly in connexion with preparing students for the different licensing boards?—The different medical examinations.

3153. Is it not entirely confined to that?—Entirely.

* See Appendix III. B.—No. 25.

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Cork.
June 9, 1884.

Charles Y. Pearson, esq., M.D., M.CH.

Charles Y. Pearson, esq., M.D., M.Ch., examined.

3154. Dr. Marston.—You are a distinguished graduate, and an assistant surgeon of the North Charitable Infirmary?—Yes.

3155. What is the training of the students in the diagnosis and treatment of any surgical injuries that present themselves?—In the first place, as regards accidents, to a great extent I distribute the accidents that come to the extern department amongst the students, superintending them myself to see that they are properly treated. In cases other than accidents that come in, I give a case to a number of students to examine separately, and take their opinions on the diagnosis, and point out the errors that they may have made, and the students almost invariably write the prescriptions for me, subject to my dictation, in the extern department. They have a very large number of patients there. During the past year there has been between 5,000 and 6,000 accidents treated in the extern department of the North Infirmary. The total number of extern patients has been already given as over 26,000.

3156. What are the nature of the accidents?—There are a very large number of fractures of the fore-arm, and very often dislocations of the shoulder joint, and fractures of the humerus.

3157. Are they able to see all the common forms of fracture and accidents?—Certainly.

3158. More than once?—Repeatedly.

3159. Do you see that they use all the ordinary appliances with their own hands, bandage, apply splints, and perform all the minor operations of that kind?—Certainly; that is a special thing they are taught. They apply splints, and they are taught bandaging.

3160. Do you take great pains in that respect?—Yes.

3161. Are they all well trained in that way?—They are.

3162. I do not mean your students only; but would your confreres do the same?—I am aware that the others teach them also. I think they are all well taught in that way.

3163. Then for the accidents of daily life you would say that this is a very good place for training?—Certainly.

3164. Have you studied elsewhere yourself?—I was for a time in the Dublin hospitals, and I have some experience of the London hospitals, not that I spent any length of time there.

3165. Contrasted with those of Dublin, what do you say of the North Infirmary?—It compares favourably with the teaching anywhere.

3166. What number of operations have you had in your hospital in your time?—I could not tell you without seeing the returns.

3167. Are the students thoroughly acquainted with antiseptic dressing and all modern appliances?—They are.

3168. Have you plenty of modern apparatus?—Certainly.

3169. And you are not stinted for funds?—I am sorry to say we are.

3170. Taking it altogether, you are well satisfied?—Yes. In connexion with the College, do you wish me to give my opinion as a lecturer on anatomy and an assistant to the professor?

3171. If you have anything to say?—I have nothing to say, unless to confirm the evidence that has been given.

3172. It is well known that with Irish medical students anatomy is very good?—There is one point on which I would like to give evidence myself. It sometimes happens in connexion with the medical scholarships. There were only two students coming forward for two scholarships. If you take an explanation on that I can give it to you.

3173. Chairman.—Certainly?—The reason of that is, that at the sessional examination at the end of the year the students measure one another's capacities so well in the different subjects, that they are able to anticipate who will be the successful candidates at the next scholarship examination, and very often the number of students who might be able to qualify for scholarships do not come forward to compete. For instance, in the scholarship of the fourth year, as happened in my own case, there was no candidate against me for the surgical scholarship. I mean it does not follow that there are not plenty of pupils qualified to get the requisite amount of marks for it.

Professor George F. Armstrong, esq., M.A., D.Lit., F.R.U.I., examined.

George F. Armstrong, esq., M.A., D.Lit. F.R.U.I.

3174. Chairman.—You are Professor of English Literature here?—Yes.

3175. How long have you held the chair?—Since 1871.

3176. Had you any experience in academic teaching before you came here?—No.

3177. You are a graduate of Trinity College, Dublin?—Yes.

3178. And are a distinguished one?—You are good enough to say so.

3179. About how many have you in class, Professor Armstrong?—I have four classes.

3180. That is you have to conduct the first, second, third, and fourth years so far as English literature is concerned?—I have to lecture a first, a second, and a third year's class in English literature, and a third year's class in history.

3181. How many had you in your first year's class last year?—About fourteen—that is in the present session.

3182. How many had you in the second year?—About six.

3183. In the third year?—I have two classes in the third year—one in history, and the other in English literature. In English literature I have had, I think, three, and in the history class four.

3184. In the fourth year had you any?—No; I never have any. There is no fourth year in arts.

3185. Does that represent the average of the students?—I had no second year's class until the establishment of the Royal University. Since the establishment of the Royal University I have had a second year's class; but I have no idea of whether there has been an increase or a falling off of students of that year.

3186. Fourteen you said in the first year?—Yes.

3187. Is that a considerable number?—No, it represents a considerable falling off. I had about thirty immediately preceding the dissolution of the Queen's University.

3188. Do you examine for scholarships?—Yes.

3189. English literature and English history are in the subjects for literary scholarships?—For the junior scholarships?

3190. Do they form any part of the examination for the first year's scholarships?—Yes, that is what I mean by junior scholarships. Not English history but ancient history.

3191. Do English literature and history enter into the examinations for other scholarships?—English literature enters into the examination for senior scholarships, and history also. Since the dissolution of the Queen's University it forms part of the course for the second year's scholarships.

3192. You have examined for scholarships from time to time?—Yes.

3193. You adopt the same system of marking which we were told of yesterday?—Precisely.

3194. What would be the lowest mark on which you would consider students in you subjects eligible for scholarships?—Thirty for junior scholarships.

3195. That is, thirty out of 100?—Yes.

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Cont.
June 9, 1884.
George F. Armstrong, esq., M.A., D.Litt., F.R.U.I.

3196. Have you ever known a scholarship to be awarded to a student who did not reach thirty marks?—I have a faint recollection of a student who got twenty-eight and a-half on one occasion, but we adhere very rigidly to the rule of Council. I am not quite certain that there was even that one exception.

3197. For the senior scholarships is it the same percentage, or do you look for higher?—Higher.

3198. What is the amount?—Forty.

3199. Have you ever known that not to be reached, and still the senior scholarship given?—I have no recollection of any case of the kind.

3200. Are the college calendars for the earlier years to 1884–85 to be had?—I should think so. They are published. I should think they are to be had

3201. [The *Registrar* (Professor *Alexander Jack*).—We have them from 1879.

3202. CHAIRMAN.—I find on looking over the Calendar that the papers for the scholarship examinations in English literature were not printed. I would wish to have an opportunity of seeing the nature of the papers set in English literature. Was there any special reason why they were not printed?—*Registrar.*—Not the slightest. When I spoke to the Council we agreed in a general way to print the papers, but a distinct understanding was arrived at, that it would be better to drop a paper to prevent the students catching up the subject instead of reading. The examiner sends two copies of the papers. Last year Professor Armstrong forgot to send in those papers, and the printer was told whenever there is an omission of a paper if you have a copy put it in type again and reprint to save the trouble of writing to Professor Armstrong. The printer neglected to do that, and when the proof came down to me the paper was omitted. Various circumstances contributed to delay the papers, and I did not wish to delay any further.]

3203. Professor *Armstrong.*—I may add that as a general rule Professor Jack used to go round to the examiners and take the papers from us. I was quite under the impression that all mine had been handed in.

3204. [The *President* (Dr. *Sullivan*).—Formerly the President's report contained all the papers until the Treasury Commission came round, and they wished to diminish the expense of printing them, although it was at our expense they were printed. A plan was suggested that in future the reports, as you have them before you now, was adopted, and we were not allowed after that to print any of the papers. Indeed, it was my own suggestion. I thought they ought to print them. We then started the calendar, and that is the reason the calendar succeeded to the annual reports, and the explanation which Professor Jack has given is that I followed when bringing out my own reports. Sometimes a professor asks me to drop the paper if the class was small and if the professor was away. I very often did not bring out his paper and did not get it, so the same thing follows in 1873.

3205. Whenever we find a paper not printed may we take it for granted that it was not omitted for any special reason?——

The *President.*—Yes, exactly, and I go back to 1873. I have printed more papers than in my predecessor's time. I brought them very nearly to a complete collection——

The *Registrar.*—In some cases the professor would mark a paper "not for publication," and then it would not be published——]

Professor *Armstrong.*—I should be happy to give you any paper you wish to see. I was not aware that any of my papers had been omitted from the Calendar until my attention was drawn to the fact after its publication. They were all in circulation.

3206. Dr. STONEY.—You have had experience both of this College and of other universities?—Yes.

3207. Scholarships may be regarded as aids to learning or as rewards for acquirement?—Precisely.

3208. Are such aids given in other universities?—Certainly.

3209. Are they given on a larger or a smaller scale?—In some perhaps on a smaller scale; in some certainly on a much larger scale. In the Scotch universities they are given on a larger scale.

3210. With reference to the curriculum in arts of this College, has a student any opportunity of making it the means of gaining admission of the Church?—I think so.

3211. And are there a considerable number of students who have passed through the arts class with a view to become clergymen?—There are. I could name several instances.

3212. In reference to the other students in Arts, I suppose they are looking forward to either scholastic employment, appointments on the press, or positions in the higher branches of the Civil Service, for instance, the Indian Civil Service writerships?—Yes.

3213. Have you a knowledge of many such appointments having been obtained by students of the college?—I do not know that I could mention many names, but I certainly have a knowledge of such appointments having been frequently obtained.

3214. Would you think that an estimate of the work done in this College based only on work that has been shown in the Royal University, would it be a just estimate?—A very unjust estimate I should say.

3215. There are other means of judging of it that would take precedence in your view?—I think the success of men in life afterwards is one of the best tests of a university education. The aim and end of university education is to fit a man to take an active part in the affairs of life. That is a supreme test.

3216. That is a supreme test?—The mere passing of examinations is a poor test of real ability. I have often heard it stated by men of great eminence, who have successfully passed severe examinations themselves, that they regarded it as one of the poorer tests of ability.

3217. Abundance can be given of the evidence you speak of as a supreme test?—Most certainly.

3218. Are there the same opportunities in the south of Ireland for satisfactory school education, preparing for the colleges, that there are in other parts of Ireland?—I should say certainly not.

3219. They are very much less in the south of Ireland?—They are less in the South. In the North they are better.

3220. Have you observed that a great advance is made by students during their college course?—Yes; a most remarkable advance in a very short time.

3221. And do you think that the efficiency of the College is only brought out in stronger relief where the scholars are less efficiently prepared, than if the College obtained material of a very high class—as, for instance, the English universities do?—Where the students enter here badly prepared at school, and in a short time attain a very fair amount of education and culture, I think the credit is altogether to be placed at the door of the College. That is a test, and very excellent test, of the advantages the College is suited to confer.

3222. With reference to the manner in which scholarships are given, is it your opinion that a minimum predetermined in the minds of the examiners is the most valuable standard; or do you think that marks are?—I think that the minimum predetermined is a very good test. I think the opinion of the examiners stated in writing is worth all the marks that could possibly be given.

3223. Precisely. Better than the numerical test?—I should much prefer it myself if I had to adjudicate.

3224. In reference to those scholars of the first year who have also matriculated in the Royal University, is it not possible that in many cases they did not even seek honours in the Royal University?—Yes.

3225. And their not having got honours was of no significance?—Not of the smallest.

3226. You have had experience both of this uni-

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versity and of others. What is your opinion in regard to the carefulness and fulness of the teaching in the Queen's College?—I think it is extremely careful and full. I think that the professors devote themselves very thoroughly to their duties as a rule, and that the method of teaching adopted is one that could hardly be surpassed.

3227. And would compare favourably with that in other institutions?—Certainly, with one in particular with which I am most familiar, which is partly a teaching university.

3228. Are you aware that the Visitors of the General Medical Council ever visited the Queen's College, Cork?—I am not aware that they ever did. I should have known if they had been here; as they have given an opinion on the matriculation examination, I should have been examined. Such examination never took place, and I take it for granted that they never were here.

3229. CHAIRMAN.—When were you appointed?—In 1871.

3230. Dr STONEY.—Then their opportunities were imperfect and very limited?—Very limited. They have taken their information from the mere list of subjects mentioned in the College Calendar, which is not a fair test, because the worth of the examination depends on the manner in which it is conducted. Now, an examination in one Greek book, if a thorough one, is a better test than an examination in two Greek books if it is a superficial one.

3231. Had the opinion expressed by the Visitors any bearing on the arts course?—I have been looking over their report and it appears to have reference altogether to the matriculation examination in relation to the medical school.

3232. Do you think that in the arts course the proportion of those whom you would class as honour men to those whom you would class as pass men is a satisfactory one?—You mean within the college walls?

3233. Within the college?—I think it is.

3234. Is it a larger or a smaller proportion than usually prevails in other universities?—I think it is a larger proportion certainly.

3235. That is, in a great degree the arts curriculum here is an honour curriculum?—It is.

3236. Professor JACK.—Do a large proportion of the men whom you consider honour men go forward to examinations in the Royal University?—It is very hard to state what the rule is when there has been only two years' experience. Up to the present time I have no doubt that a fair number of them have presented themselves at the Royal University examinations; but, once they leave the College, we do not, as a rule, follow their career. There does not seem to be any necessity for doing so.

3237. It is a short time. During the time they are at college is it your observation that most of the men whom you consider capable of obtaining honours go to the Royal University, or is it not the case?—I must explain a little first before I answer. I have only had to deal with, during two years, students of my first year's class and second year's class who have gone to examinations of the Royal University, as distinguished from those of the Queen's University, to compete with Royal University students. My experience is limited to two years, and to two classes in those two years.

3238. Is it likely that students would be deterred from going forward for honour examinations by the necessity of presenting themselves in Dublin?—Yes, I think the matter of expense would often tend to prevent them.

3239. With regard to the marks, do I understand you to say that thirty per cent. would be the lowest per-centage of marks in the case of one subject, or in the case of the whole average of subjects in which scholarships were given?—In the case of one subject.

3240. So that, as a rule, and subject to one slight exception, no student would get a scholarship who failed to get thirty per cent. in each of the subjects of examination?—That is so, unquestionably.

3241. You probably have a good deal of experience, as you examine at matriculation examinations here, of the state in which boys present themselves at the College. What would be your impression of the state of education in this district?—There is a very great inequality of answering in the matriculation examinations. Sometimes the examinations have been extremely good, and sometimes the best answerers have been medical students, of whom I have lost sight, not being arts students. Sometimes the answering is very poor, but I think it would be found, by the records on the college books, that the number of rejections is quite in proportion to the inferiority of the answering.

3242. The object of the College in instituting matriculation examinations is to secure that the students who pass them are likely to profit by the instruction?—It has been the uniform rule of the Council, since I became a member of it—since I was appointed to my chair almost—the invariable rule to bear that in mind. The object we have all set before us is to ascertain whether the students presenting themselves at matriculation examinations have sufficent training and knowledge to make it possible for them, to their own advantage, to proceed with the curriculum of the College.

3243. So that it is the view of the Council that students who have passed the matriculation examination in the Queen's College, Cork, have shown themselves reasonably fit to take advantage of the lectures?—Invariably.

3244. In this year, I think, there were seven students who are not matriculated students of the Royal University, seven arts students, and those were stated to be matriculated students of the Queen's College, Cork?—Of that I have no official knowledge.

3245. Rev. Dr. MOLLOY.—You stated that you differed in opinion from the Visitors of the General Medical Council as regards the matriculation examination?—I did, distinctly.

3246. The President of the College in his Report for 1880–1, has described the students who were admitted in this way—

"Students come so badly prepared in what may be called the ordinary instruments of thought and in ancient and modern languages, in a word in every part of school work, that they follow the University course only in a limping and unsatisfactory manner, and much time is lost before a large number of the students learn how to properly work. The professor is consequently obliged either to lecture over the heads of a large portion of his class, or to divide it into the instructed and the uninstructed, a method which entails much additional labour on him, and which lowers and impairs the efficiency and quality of his teaching."

Do you differ in opinion from that report of the President?—I do not know whether I am bound to answer.

3247. Certainly not if you do not think it desirable?—It is an extract which has been quoted frequently without reference to the context. I think the context should be given. If you would be kind enough to read the context, perhaps I might be in a better position to answer the question.

3248. You gave us information as regards the view expressed in the Report quoted this morning of the Visitors of the General Medical Council, and you said you differed in opinion from the phrase used by them. I have now read two successive sentences in this Report of the President of the College, and I ask you whether you differ in opinion from him. The context really would be the whole report, but I will read any part of it you call attention to?—If you would be kind enough to read what immediately precedes and succeeds it.

"In time too the office and work of an university will be better understood; and when masters who have received a real university training shall have more influence in the schools, the latter will perform their true functions in the

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CORK
June 9, 1884

George F. Armstrong, esq., M.A., D.LIT., F.R.U.I.

educational organism, which though subordinate to those of the University and its colleges, are equally important. The effect of the present chaotic condition of things is twofold. First, students come so badly prepared in what may be called the ordinary instruments of thought, and in ancient and modern languages, in a word in every part of school work, that they follow the University course only in a limping and unsatisfactory manner, and much time is lost before a large number of students learn how to properly work. The professor is consequently obliged either to lecture over the heads of a large part of his class, or to divide it into the instructed and uninstructed, a method which entails much additional labour upon him, and which lowers and impairs the effectiveness and quality of his teaching. Secondly, even when possessed of adequate knowledge to begin a university course the examination fever has so penetrated and enfeebled his mind, and extinguished any germs of enthusiasm for knowledge for its own sake, that the student has no thought of anything that does not directly 'pay' as the phrase is."

The question I ask is whether you agree in the opinion that the students "come so badly prepared in every part of school-work that they follow the University course only in a limping and unsatisfactory manner, by which much time is lost before a large number of students learn how to properly work, and the professor is obliged to lecture over the heads of a large part of his class, or to divide it into the instructed and uninstructed?"—I think there are degrees of knowledge and training amongst those who are admitted here, and it is to those probably that the President alludes—some are better than others. But it is hardly fair to ask me.

3249. CHAIRMAN.—To criticise the report?—Yes. The President explained it himself.

3250. Rev. Dr. MOLLOY.—What is the minimum of marks required for matriculation?—There is no minimum decided.

3251. You told us that the minimum was 30 per cent. for scholarships?—Yes.

3252. No student is admitted to a scholarship as a rule who gets less than 30 per cent.?—Yes.

3253. There is no minimum for matriculation?—I am not aware that there has ever been any minimum decided. We judge them on their merits when they come before us.

3254. CHAIRMAN.—You stated in reply to Dr. Stoney, that you observed the best answerers at nearly all the matriculation examinations were medical students?—You mistoke my answer. I said that frequently some of the best answers have come from medical students, and it has always been a disappointment to me when these candidates have gone direct to the medical school.

3255. You do not mean to apply your answer to any particular year?—Not at all, but that sometimes the best answering I have received has been from medical students.

3256. You have called the supreme test of university education success in after life?—That depends on what you mean by success. I do not think that those were exactly the words I used.

3257. It was not the word you used, but what Dr. Stoney put into your mouth?—Excuse me. I think I was speaking of the value of examinations.

3258. Then you do not consider success in after life as the supreme test?—Success in after life is an expression I should use with qualification. A man might succeed by very mean and very disreputable means in life, which would not show the results of university training and culture at all.

3259. But have not you yourself known of instances in which men had most brilliant university careers who afterwards failed utterly in their professions?—Allow me to say that what I said was that the aims and ends of university education were to fit men to take an active part in the affairs of life.

3260. With that qualification, in which I thoroughly agree, I accept your evidence?—Those were the words I used.

3261. Dr. MARSTON.—Are the men who come here sufficiently advanced to benefit by the teaching they get, or do they soon become so?—As a general rule I think they are quite as far advanced as to make it possible for them to be taught successfully in the college.

3262. Do you think that education has been generally improving in the schools in Ireland?—I think it has, but I do not think it has been improving by leaps and bounds. It has been slowly improving.

3263. Touching this question of success in life, I gather that you would wish one to infer that you regard it in this way—while the influence of intellectual training at a school or college is permanent, the results of examinations are simply a gauge and an imperfect gauge of an educational kind?—Yes, it comes to be a test of memory more than of genuine ability very frequently. Mere memory will not secure greatness in afterlife.

3264. You think you can put a man to a very severe test if you examine him only in one book because you can insist on his knowledge of that one book being very thorough and very complete?—I think so, where the examination is one in a language.

3265. You think that a man should be allowed to select his own subjects for honours, and then you would not spare him?—Yes.

3266. And that would be a very good test indeed?—I think so.

3267. Is the nature of a matriculation examination in a college or a teaching university radically different from that of an examining university?—Decidedly so. An examining university must stop at its examinations. It can do no more.

3268. You draw a considerable distinction between them?—I do, a very great distinction.

3269. Are the courses in this College arranged for the College or for the University?—They are arranged for a double purpose; and I believe that the necessity which has been imposed upon us to alter our system to suit the Royal University tends to lower the character of the education given in the College, besides hampering the professors, who are not coaches. They are appointed to do the work of professors and not of grinders.

3270. Do you think there has been an improvement in the College within recent years?—I think there has.

3271. I suppose you find the Irish pick up things very rapidly and that they develope rapidly when they come here?—I do not draw any distinction between them and the English who come here occasionally.

3272. I suppose that they serve to cause a greater emulation?—Perhaps they do. I think I may say in seriousness that it is really remarkable with what rapidity students polish up after they come here. There have been students who came here with the slightest possible culture who have been most successful afterwards not only at their examinations but in their intercourse with the world, proving their ability and proving their attainments.

3273. With reference to the Royal University I should like to ask you do you think that a return of the results of a single year or two years examinations, would be likely to give a result that would be in reality misleading?—It would be almost inevitably a misleading guide, and further it should be taken into account that our arrangements in the College have been rather disorganized by this change. That makes the test even less reliable than it might otherwise be.

3274. Is there anything that you would like to add?—I have nothing to say more.

3275. Dr. STONEY.—I wish to know whether it is within your knowledge that several persons trained in this University have become eminent as publicists?—Yes.

3276. Because I think theirs is a course of life for which no one would be fitted without attaining very great proficiency in your particular department?—Yes, unquestionably.

3277. CHAIRMAN.—It is only fair to say that on

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looking over the College Calendar for this year I find that the authorities of the College have, with one exception, appeared to have carried out the recommendation of the General Medical Council with regard to examinations. I find there are subjects added which were suggested by the Medical Council. There is one which does not appear to be added, and that is translation from English into Latin?—I could not myself state how the Professor conducts the examinations in Latin. I have no knowledge of it.

CORK. June 9, 1884. George F. Armstrong, esq., M.A., D.Lit., F.R.U.I.

Professor ALEXANDER JACK, M.A., B.E., Registrar, examined.

Alexander Jack, esq., M.A.

3278. CHAIRMAN—You are the Registrar of the College?—Yes, and Professor of Engineering.

3279. How long have you been Professor of Engineering?—I was appointed in 1855.

3280. You can tell us the entire history of the school?—I am getting to be nearly one of the senior professors.

3281. What experience had you before you came here, or had you any?—I had some. I had been for a good many years as undergraduate—and afterwards as graduate, of Trinity College, Dublin, for a year—working as private tutor in the University of Dublin.

3282. What is the average annual number of students that you have in the engineering school?—It fluctuates very much. What you would naturally expect in a small profession, the number fluctuates greatly. It has risen as far as forty in one year, and it has fallen as low as sixteen or seventeen.

3283. Engineering is a small, limited profession?—It is, and the fluctuations are great, and depending on temporary circumstances. There was a period of eleven years or more during which appointments in the Public Works, India, were open. That acted considerably in increasing our numbers. Just immediately before that the end of the Railway period in Ireland was concurrent with the whole Railway period in India. That largely tended to increase our numbers in the school. That was about the highest period. But since that twenty to twenty five would be a fair average.

3284. In other words, unless there is some extraordinary demand for engineers the school of engineering is a small school?—Necessarily so.

3285. And is so everywhere else?—Quite so.

3286. As a rule do your engineering students matriculate—They matriculate in engineering.

3287. But not necessarily in arts?—No.

3288. As a rule do many of them matriculate in arts?—No. Generally a man that matriculates in arts would pursue an arts course, and would get credit for that when he comes to engineering from arts.

3289. Taking last year's report you had twenty in your school—six of the first year, nine of the second year, five of the third year, and none of the fourth year?—There is no fourth year. I should point out that the system of the school here was established very much after the pattern of the system adopted in the University of Glasgow. I have reason to believe that our first professor had that a good deal in his eye, and that was that the instruction given in the College should be considered as preparatory to a term of apprenticeship in an office. We had no idea of turning out engineers complete. We recognize that as absolutely impossible, and therefore the instruction given in the College is only, so to say, one half of the young engineer's preparation. When I was appointed I fell in with that view and endeavoured to carry it out.

3290. Then we may take it that the students in engineering are not pursuing an arts course at all?—No.

3291. They come in here as matriculated students in engineering and they study for an engineer's office?—They receive no literary instruction except in a modern language. They have to learn French or German.

3292. As Registrar of the College you have charge of the papers and marks?—I have.

3293. Will you be able to submit these to the Commission?—I have brought in the returns of the scholarships examinations since I have been Registrar, which I have kept in an accessible form.

3294. Since when?—Since 1876. You may judge for yourselves of the form of the returns. This will give you a fair specimen of the returns. (*Hands in a document.*) I have made an abstract of the marking. There has been a good deal of questioning about the minimum for scholarships. I have made an abstract of the highest and lowest marks for the first year's mathematical scholarships and for the first year's literary scholarships since 1876–79. These are the mathematical scholarships:—

In 1876–77,	the highest scholar got	86 out of 100	and the lowest got	61 per cent.
„ 1877–78,		78½ „		61 „

There being in that year an additional scholarship; the Council gave six instead of five.

				per cent.
In 1878–79,	the highest scholar got	75	and the lowest	35
„ 1879–80,		77		38
„ 1880–81,		88		58½
„ 1881–82,		74		39
„ 1882–83,		81		33½

1883–84, which is the only year that touches the minimum, in the first year's mathematical scholarships the lowest got thirty, and the highest eighty out of 100. For the literary scholarships there are three subjects, Greek, Latin, and English language and literature.

				per cent.
In 1876–77,	the highest scholar got	57⅓	and the lowest	35
„ 1877–78,		54⅔		42⅓
„ 1878–79,		63⅔		38
„ 1879–80,		59⅔		30
„ 1880–81,		67		58⅓
„ 1881–82,		54		53½
„ 1882–83,		54⅓		43

The last year there being only one man elected; he got 54⅓.

3295. That is the average?—That is the average of the three subjects.

3296. I find here, in the Greek scholarship examination, the date is not given?—They are all the one year.

3297. In the Greek scholarship examination, the lowest candidate only got seventeen in Greek?—Did he get a scholarship?

3298. I do not know whether he did or not?—These are the returns from the examiners.

3299. Whether they succeed or not?—Whether they succeed or not. With regard to those examinations, two examiners who are not present here now, were both of them known to some of the Commissioners, Professor Charles Niven, now of Aberdeen, and who part of that period was examiner for the mathematical tripos in Cambridge. He was fully competent to examine, and would not give marks unless fully earned, and Professor Boulger, an examiner during a long period, who had long experience both in college and school work before he came here.

3300. When you take the literary scholarships, the highest and lowest, are the figures arrived at by totting the marks?—Totting and dividing by three.

3301. That is for three subjects?—Yes.

3302. Have you any means of telling the Commission what the students are doing, who have matriculated under the regulations of the Queen's University, and according to the form of the present return, have not advanced one step in their academic course since. There are forty-five according to the return?—No, I could

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Cork. June 9, 1884. Alexander Jack, esq., M.A.

not distinguish amongst them, because many of them may have been men who have been temporarily delayed during the short period of two years, temporarily delayed by accidental causes, illness and what not. There may be cases amongst them who *bona fide* never contemplated going forward.

3303. What is the time this matriculation examination was held?—October, 1881, was the date of our last matriculation examination.

3304. We are now in June, 1884, and there seems to be 43 students who matriculated then, but have not progressed?—That is two years, because you only take in the matriculation of 1882, and the matriculation of 1883. With regard to the point about what these men are doing, I want to point out to the Commission, that there is a very large body of the medical profession who are children of the Royal Colleges of Surgeons of London, Edinburgh, and Dublin, and of the associated Colleges of Physicians. There is no question about it, that there will always be a considerable body of the medical profession, who look to those ancient corporations for their qualifications, and it seems to me scarcely right to bring it as a sort of charge against the College, that they are not proceeding to the Royal University.

3305. We are not bringing it as a sort of charge against the College. We are asking the facts, and lest it might tell against the College, we are anxious to get the fullest information so as to ascertain what these 43 are doing to prevent a mistaken view. You are mistaken if you suppose that questions are put by me or other members of the Commission, with the view of bringing a charge against the Queen's College?—Very good.

3306. Rev. Dr. MOLLOY.—One of the subjects remitted to us for inquiry is, to what extent the students of the Queen's Colleges avail themselves of the advantages afforded by the Royal University. Amongst these advantages are certainly to be considered the honours and exhibitions?—Yes.

3307. I do not intend to ask any question as to what value you attach to the honours and exhibitions of the Royal University?—I should be very glad to be allowed to say that I do not by any means underrate the value of those honours.

3308. What I want to do is to ascertain the extent to which they have been gained by the students of this College. On Saturday we got a great deal of information as to the extent to which students who gained scholarships here at entrance in October, 1882, and October, 1883, obtained honours at the corresponding matriculation examination in the Royal University. I will ask you now to what extent these students obtained exhibitions in the Royal University on the occasion of their matriculation?—I made a return on that head.

3309. I have compared the lists and I find that in October, 1883, there were ten first class exhibitions of £24 each awarded, and twenty second class exhibitions of £12 each, and I do not find the name of any entrance scholar in October, 1883, of the Queen's College, Cork, on that list?—No.

3310. Now, to go back to October, 1883. I find that there were four first class exhibitions of £24 each awarded, and twenty-seven second class, and I have not found the name of any of the entrance scholars in October, 1882, on this list?—I believe not.

3311. I think we might as well clear up at once all this curious difficulty about the first university examination of the Royal University. I do not propose to establish any comparison, but we may as well get the facts clearly on record. The first university examination of the Royal University is held at the local centres?—Certainly.

3312. That is true, both for the pass and the honour examination?—Yes.

3313. But if a student takes the honour papers and gives satisfaction to the examiners, he is recommended to go up to Dublin to be examined orally before he can be awarded honours?—That is so; that was the case in 1883 and in 1882.

3314. The result of that is that he is required to come up to Dublin for the simple chance of getting honours or getting an exhibition?—A condition that does not at first sight seem very onerous, but which might be quite sufficient, in many cases, to prevent a student from trying for honours.

3315. Therefore a student may be deterred from taking honour papers at the first University examination because he would not like to go up to Dublin on the mere chance?—Yes.

3316. Therefore the fact of your students not appearing on the honour list of the first University examination is no proof that they were not competent to get honours if the circumstances were favourable?—Certainly.

3317. Therefore I think it better to pass over the first University examination in arts of 1883, as it does not afford a satisfactory means of estimating how the College stood. The second University examination is held in Dublin?—Yes.

3318. Both for honours and pass?—Yes.

3319. I find that in October, 1883, there were six first class exhibitions of £40 each awarded, and five second class exhibitions of £20 each. Can you say whether any student of Queen's College, Cork, obtained any one of these exhibitions?—In 1883 I see an exhibition got at the first medical examination.

3320. I speak of arts only?—None was got in arts.

3321. I find that in Latin there were ten students admitted to honours at the examinations at the Royal University, in the second University examination, October, 1883. I do not find the name of any student from Queen's College, Cork, amongst the ten?—No.

3322. In Greek, I find there were eleven students admitted to honours at that examination. In that list I find the name of one student from Queen's College, Cork, No. 7?—Yes.

3323. In English, I find that there were fourteen students admitted to honours. I do not find the name of any student from Queen's College, Cork, amongst them?—No.

3324. In French, seven were admitted to honours, and in the seven I do not find the name of any student from Queen's College, Cork?—No.

3325. In German, four students were admitted to honours. I do not see the name of any from Cork?—They are all Dublin students.

3326. In Celtic, I find the name of one student admitted to honours. He is not from Queen's College, Cork?—We do not teach Celtic here at all.

3327. In Logic, I find the names of seven students admitted to honours. I do not see any amongst them from Queen's College, Cork?—Yes.

3328. In mathematics, there were nine admitted to honours, but none of them were from Queen's College, Cork?—Yes.

3329. In mathematical physics five were admitted to honours; none from Queen's College, Cork?—Yes.

3330. In experimental physics, six were admitted to honours; none from Queen's College, Cork?—Yes.

3331. In chemistry, two were admitted to honours; none from Queen's College, Cork?—I do not fancy any men took up chemistry that year.

3332. In biology, three were admitted to honours, and one was from Queen's College, Cork. No. 3?—Yes.

3333. In geology, one was admitted to honours; he was not from Queen's College, Cork?—No.

3334. Eighty honours were awarded at this examination, and of these three were given to students from Queen's College, Cork?—Quite right.

3335. Look now at the examination for the B.A. degree in October, 1883. This was an examination practically confined to the three Queen's Colleges, because the students from other Colleges had not yet time to reach the B.A. stage of their course. That examination was held in Dublin?—Yes.

3336. Therefore it was equally accessible or inaccessible to all the three Colleges?—Yes.

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3337. There were four first-class exhibitions awarded, of £30 each?—Yes.

3338. They were all gained by students from Belfast?—Yes.

3339. Two exhibitions of the second class, £25 each, both gained by students from Belfast?—Yes.

3340. Coming now to the honour list, I find that the numbers are, in ancient classics, Belfast three, Galway three, Cork none?—Yes.

3341. In logic, metaphysics, and political economy, Belfast three, Galway none, Cork none. In jurisprudence and history, Belfast four, Galway none, Cork none. In mathematical science, Belfast three, Galway none, Cork none. In experimental science, Belfast three, Galway one, Cork none. In biology, Belfast two, Galway two, Cork one. Total—Belfast eighteen, Galway six, Cork one. Adding up together all the honours awarded by the Royal University in October, 1883, at the second University examination, and at the B.A. examination, I find that they amount altogether to 104, of which Cork got four. There is a question I should be glad you would set us right on. In a return furnished to the House of Commons about May, 1883, at page 3, under the heading "Number of Art Students in attendance who have passed the Matriculation Examination of the Royal University in 1881-82," I find that the number who passed the matriculation examination from Queen's College, Cork, in 1881 was sixty-two, and in 1882 it was thirteen. I believe it was intended that there should be a foot-note to state that these sixty-two students had really passed the entrance examination of the College before the Queen's University was dissolved, and therefore, in February, 1882, they were made matriculated students of the Royal University by Act of Parliament?—Yes.

3342. The next year, in October, 1882, the number matriculating was thirteen?—Yes; so it appears.

3343. As I understand it, in 1881 a student became a matriculated university student by passing the matriculation examination of Queen's College, Cork?—Yes.

3344. In 1882 he could not become a matriculated student of the Royal University except by passing the matriculation examination of that University?—No.

3345. Am I right, then, in inferring, that the year in which a student could matriculate, by passing the College examination, sixty-two matriculated, and in the next year, when it was necessary to pass the matriculation examination of the Royal University, only thirteen matriculated?—Certainly. I shall have an explanation to give upon that point presently. If you would like to have it now I will give it. The point is this. There was suddenly introduced an additional first university examination in arts. The great bulk of the students who entered in that year had of course been contemplating entrance for a year, or, perhaps, two years previously. There was suddenly thrown on them the probability of having two arts examinations to pass instead of merely a matriculation examination. They naturally took fright at this, and the number which laid themselves out to go to the Royal University for the degree of M.D. was thus, at the outset, diminished abnormally. You will see that, by comparing the returns I have made with reference to the years 1882-83 and 1883-84, that in 1882-83, nineteen were matriculated; that number rose to thirty in 1883-84. I have no doubt that progress will go on. The sudden change was introduced which staggered many in the beginning, and therefore turned them into another path temporarily.

3346. There are ten junior scholarships for students of the first year, five in literature, and five in science. Is it a condition of holding one of these scholarships that the student should be in his first year. There is a student whose name is here as holding an entrance scholarship, and he appears to be in his second year?—He is in his second year in the University.

3347. Richard Henry Gash got an entrance scholarship in October, 1883?—Yes.

3348. In the Calendar for 1883-4, I find a list of undergraduates whose names were on the College books for the session 1882-83, and among them I find Richard Henry Gash?—Yes.

3349. Therefore, Richard Henry Gash was a student of the first year in 1882-83?—But he did not complete that year, and therefore could not be excluded from the scholarship examination. That has always been a matter quite of common occurrence. A student who matriculates one year, with the intention of competing for a scholarship the following year, would attend a few lectures, or all, but not pass the sessional examinations. Under the statutes of the College he must be admitted to the scholarship examination of the following year, only that he is bound to go over the first year's course again.

3350. Do you happen to know that in Belfast there is an explicit regulation excluding such students from scholarships of the first year?—I would not approve of it. You will see that it tends to raise the standard.

3351. You must have had during the last few years a good many of what may be called lapsed scholarships?—Certainly.

3352. That is scholarships not awarded. What was done with the money provided by Act of Parliament for those scholarships?—It was expended on exhibitions in other years or faculties, not those in which they lapsed—exhibitions to students who were beaten for scholarships but showed considerable merit, and also in the institution of special exhibitions at the end of the session for practical work in the medical faculty.

3353. Perhaps we ought to reserve that question for the bursar?—I know more about it than he does, because I know the terms on which these exhibitions were given.

3354. I was quite aware that certain portions of it were employed in exhibitions, but it is evident that the whole of it was not absorbed in exhibitions?—In some years the whole was not expended, in others the value of the exhibitions exceeded the amount from lapsed scholarships of that year, and the deficit had to be made up from the unexpended balance of previous years.

3355. We will take the last five years. You have furnished us with a very satisfactory return, and it is quite clear that the exhibitions would not absorb more than a small fraction of the amount?—During the first three of these the scholarships were pretty fairly filled up.

3356. Only the first three years. I find that in 1883 there were two candidates for five literary scholarships, and two were awarded. In 1883 there were two candidates for five scholarships, and one was awarded. In one case we have three scholarships over, and in the other four?—There is in the current year a pretty large balance over.

3357. There is a balance over after providing for the exhibitions?—Yes, sometimes a small balance, and sometimes it has to be drawn on for the current year.

3358. For what?—In some cases to supply exhibitions that we felt were merited. We have had to draw on the accumulated balances of past years.

3359. But you sometimes have a balance over at the end of the year for these lapsed scholarships after providing for exhibitions?—Yes.

3360. What is done with this balance?—It remains in bank to the credit of the College, to be available for any purpose we may get the Lord Lieutenant's sanction for.

3361. The reason I ask is that the scholarships are provided out of monies charged on the Consolidated Fund?—Yes.

3362. The purposes for which these moneys are to be applied is fixed by Act of Parliament. In the Queen's University Calendar for 1881, page 309, section 12, of the Act, the two purposes specified are to provide stipends for the professors and officers, and to provide prizes, exhibitions, and scholarships for the students. Look at page 309 of the Queen's University Calendar?—I am looking at chapter 7 of the statutes.

3363. CHAIRMAN.—It is section 12 of the Act of

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Cork.
June 9, 1884.
Alexander Jack, esq., M.A.

Parliament?—We are acting under the statutes you know.

3364. Rev. Dr. Molloy.—What we want to ascertain is how the money is applied?—I am going to show you.

3365. First of all we will take section 12 of the Act. It provides that—

"The said Commissioners of Her Majesty's Treasury shall be empowered by warrant, under the hands of any three or more of them, to charge the Consolidated Fund of the said United Kingdom (after providing for all preceding charges, but having preference for all future charges), and to direct to be issued or paid thereout by four equal quarterly payments, on the 5th day of January, the 5th day of April, the 5th day of July, and the 10th day of October in every year, such sums of money as shall be needed for defraying the several stipends which shall be by Her Majesty appointed to be paid to the President and Vice-President, and to such Professors in the faculties of arts, law, and physic as shall be from time to time established by Her Majesty, Her heirs and successors, and to the bursar, registrar, librarian, and other office-bearers and servants in each of the said colleges, and for defraying the expense of such prizes and exhibitions as shall be by Her Majesty, Her heirs and successors, awarded for the encouragement and reward of students in each of the said colleges."

We do not want to enter into any argument as to the propriety of what has been done, but to see what the facts are?—Now, look at chapter 17 of the Statutes of the three Colleges after the list of names:—

"If any part of the aforesaid charge of £7,000 on the Consolidated Fund remain unexpended in any year it shall be competent for the Council to apply the sum so unexpended in the institution and augmentation of College scholarships and other prizes; or, provided the assent of our Lieutenant-General and General Governor of Ireland shall have been previously obtained, in such other ways consistant with the provisions of the said Act of Parliament, as shall to them seem most conducive to the advancement of learning and knowledge, and to the promotion of those objects for which the colleges have been founded?"

Well, it has been stretched.

3366. Chairman.—Provided you have the consent of the Lord Lieutenant and Lieutenant-Governor of Ireland it is nothing to you whether the Act of Parliament has been stretched or not?—Yes.

3367. What becomes of any unappropriated money—is it applied to purposes other than the advancement of learning under the Lord Lieutenant's warrant?—Certainly not. It is applied to storing museums, purchasing books, or such cognate purposes as may be useful in the advancement of learning.

3368. But, as I understand you, the sum is very small?—Yes.

3369. What exactly is the total sum that is available for scholarships and prizes supposing the entire was awarded?—£1,500 each year.

3370. £1,400 for scholarships and £100 for prizes?—Quite so.

3371. Take last year, out of the £1,500 all that was spent was £1,356?—Probably.

3372. That would leave £144 for a surplus?—That would be a large balance.

3373. But has the money ever been applied, for instance, for building purposes or things of that kind?—No, not for building purposes

3374. Nor for any purposes save purposes directly connected with education?—No purpose except those directly connected with education, with one exception that you might not consider directly, although I do. There was a small quantity of additional land purchased for the purpose of a botanic garden and also for the entrance. After long discussion with the Treasury we were allowed to advance out of the unexpended balance half the cost of that additional land, the Treasury providing the other half. But than that unexpended balance contains not merely lapsed scholarships and prizes but lapsed professorships too.

3375. I do not think we need go into further detail, but the sum of money expended on the entrance and the purchase of land, did not entirely consist of the money arising from lapsed scholarships and exhibitions but also arose from other sources?—A grant from the Treasury.

3376. Dr. Stoney.—The surplus also did not entirely consist of balances from scholarships?—No.

3377. Rev. Dr. Molloy.—To come back to a more academical question. Are the senior scholars bound to attend lectures and assist the professors in their teaching?—They are not bound to attend lectures, but they are bound to assist the professors when called upon by the Council.

3378. Are they usually called on?—They are constantly called on, in many cases; always in particular subjects.

3379. In October, 1883, there were four senior scholars appointed?—Yes.

3380. Are any of those at present assisting the professor in teaching?—The senior scholar in chemistry is assisting and the scholar in mathematics has assisted.

3381. The reason I ask the question is that I do not find the names of these senior scholars in the list of scholars now attending the College which has been furnished to us?—From me?

3382. I find the name of David R. P. Smith on the list of senior scholars, October, 1883, but he is not returned among the scholars now attending the College?—No, there has been an error there.

3383. It is an accidental omission?—Why he was omitted, I do not know. He was both attending lectures and assisting the professor in mathematics.

3384. Look at the next name Mr. Geo. D. Evans; I do not find his name upon this return?—He is a master of arts. He is not attending lectures.

3385. Mr. Wm. E. Wood?—He is not attending lectures either.

3386. Then two are assisting the professors, and the other two took their £40 and went away?—Yes. Mr. Wood may be staying. I do not know what he is doing.

3387. [*Professor England.*—Mr. Evans is my senior scholar and I allowed him leave of absence.

3388. *Dr. Sullivan* (President).—And he had to get my sanction, which he has got.

3389. *Professor England.*—He could not be absent without the leave of the College. He came up to Cork and placed himself at my disposal. I did not want him and he got the President's authority to absent himself.]

3390. Look at Mr. William Fogarty, senior scholar, 1880?—He got a senior scholarship in natural history.

3391. That would be in October, 1880?—Yes.

3392. Did he remain on assisting the professor?—He is now attending in the medical faculty.

3393. Professor Jack.—He is now reading in the College, but he has gained a scholarship or exhibition, and therefore he has returned?—Yes. He passed into another faculty.

3394. Rev. Dr. Molloy.—The same is probably true of Mr. Wm. Whitelegge, who got a scholarship in 1882?—Precisely the same.

3395. They finished in one faculty and passed into another?—Yes. I am sorry about the mistake in reference to Smith's name.

3396. It is wonderful how accurately the lists were furnished under the difficulties of the case?—It can be checked.

3397. Chairman.—If there are some inaccuracies, which it would be impossible to avoid in preparing a return, we shall be happy to take corrections from you?—I was going to ask leave to correct it.

3398. Certainly. At your perfect convenience it will suit us. The returns, as furnished, gave us all the information we wanted, and take your own time?—Thank you.

3399. Professor Jack.—Have you got any special fund to provide apparatus for engineering teaching?—I get a small share of the annual grant of £1,600 for the current expenses of the school, and for the purchase occasionally of an instrument, as, for instance, a cement testing machine which I got this year, and a few years ago a Thurston machine for testing iron.

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3400. Any sum like that would vary from year to year?—Yes.

3401. And would be assigned on your application by the Council?—Yes, and on the chance of other departments not having a very large demand.

3402. With regard to the second university examination in arts, I understand that candidates for that examination would have to go up, in honours and pass, to Dublin?—Yes.

3403. That would apply to the second examination more than to the first, because all candidates would have to go up?—That is perhaps the minor difficulty our scholars have.

3404. The sixty-two matriculated students were returned as matriculated students in 1882?—In the session of 1881–82.

3405. Of these a certain number had been matriculated in the Queen's University?—The whole of them. I will remind you of the dates, and you will see how it arose. The Queen's University held its last ordinary matriculation examination in the month of October, with a supplemental one in November, that being done by the Colleges on behalf of the University.

3406. But that was a University examination?—Yes. Then all our students matriculated at that examination passed into the Queen's, and from thence into the Royal University. Then the Royal University held a matriculation examination in December. No student of ours in that year presented himself at that matriculation, for the simple reason that he did not need to do so.

3407. The Royal University held a matriculation examination in December, 1881?—Yes.

3408. And none presented themselves from you because they had acquired an examination equivalent?—Quite so.

3409. So that in that year sixty-two students in all obtained that qualification?—Yes.

3410. In the next year, October, 1882, what would be the number of students who presented themselves for the Royal University examination?—The number that came to us through the matriculation examination of the Royal University was very small. That was the year of disturbance and dislocation, and we only got nineteen from the Royal University.

3411. Rev. Dr. MOLLOY.—It was thirteen in the return made to Parliament?—In the return I made for you, in 1882–83 we had fourteen who matriculated in 1882 and five afterwards matriculated. So that there were nineteen altogether who became matriculated students of the Royal University.

3412. Professor JACK.—In the present year what number have become matriculated students?—Thirty, who have come to us from the Royal.

3413. So that the state of matters is—sixty-two in the year preceding the existence of the Royal, nineteen immediately following, and thirty the year afterwards?—Yes.

3414. I understand your view is that sixty-two was largely in excess of the ordinary number in the Queen's University from the desire of students to present themselves so as to get this qualification?—The number entering that year was not largely in excess; it was a little for that and the previous year. Both years had been, perhaps, a good deal in excess, but not very largely.

3415. They thought they knew where they were, but did not know where they were going to?—They did not know what was coming. The special point is this, that on the sudden change in the system there was a sudden and, as I conceive, temporary dislocation, and before the students saw what they were about they were temporarily diverted; so that we see already, in 1883, a recurrence to the old path.

3416. Rev. Dr. MOLLOY.—You anticipate a reaction?—Certainly.

3417.—Professor JACK.—You are familiar with the educational stats in which the students come to the College?—Yes.

3418. You were not examiner for the matriculation in engineering?—I did not examine for matriculation.

3419. Your knowledge would be more general than special on the point?—From having been a member of Council before whom the returns came, and having been, since 1876, the Registrar.

3420. Would you have any opinion to express as to the state of preparation in which the students come?—As regards their scientific preparation the majority are very fairly well prepared.

3421. For instance, I understand the subjects of preparation in engineering are geography, grammar, and mathematics?—In mathematics particularly I consider them fairly well prepared, and in that they are very much influenced by the teaching in the National schools.

3422. There is a good deal of mathematics taught in the National schools?—Mathematics, English, and geography.

3423. And grammar and geography are taken in connexion with English and mathematics as the subjects of the matriculation examination in engineering?—Yes.

3424. So that your opinion is that they are very fairly prepared?—Yes.

3425. Do most of the students take matriculation in engineering?—Yes.

3426. Always?—Always. I was asked on Saturday for a return of the number who had passed the first university examination in arts——

3427. *Rev. Dr. MOLLOY.—Yes, the students who passed the first university examination in October, 1883?—I analysed the whole number of students in the College this year in the following way:—Taking the whole number of students as 298, we have, first of all, all those who, by standing, are not yet qualified to go for that examination which you have spoken of as the gate through which every student seeking a university degree must pass, and under that head including men who, perhaps, failed to pass, or were prevented by illness from passing, the number is twenty-eight; of men entitled to proceed to their degrees without passing it—that is to say, those who jumped the gate—the number is 190. Of those who have actually passed the first university examination in arts—i.e., those who have gone through the gate—the number is fifteen; and of these engaged in a course of study not depending on the first university examination in arts, the number is sixty-five. I want to show you what a number of elements are included in this sixty-five. You will have among them men attending courses in the arts faculty with a view to obtaining knowledge for the purpose of commercial life, as, for instance, chemistry. You will have students who are now reading in the College, and who I, for me, have reason to believe will ultimately become matriculated students in the Royal University. There are students in the faculty of law who are reading for the sake of their professional knowledge, and also for the advantages they will gain entering the profession of solicitor. You will have students in the school of engineering, who will be looking simply to the information they gain in helping them on in their profession, or in entering an engineer's office, or in the case of one looking for a diploma, not a degree. Therefore, there are a good many elements that have to be considered. Then, of the balance, fifty medical students, mostly looking to the other qualifying bodies. There are several looking to the College of Surgeons, because they rank with us as non-matriculated students, although having passed the preliminary examination of the College of Surgeons, Dublin, and there are other men going to Edinburgh, and so on.

3428. Professor JACK.—In speaking of those who have "jumped the gate," do you mean those who have passed the *gate*?—They are men who were students of the Queen's University at its dissolution, and, therefore, they are exempt from the first university examination at the Royal University.

3429. They had matriculated at the Queen's Univer-

* See Appendix III. B.—No. 26.

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Cork
June 9, 1884.

Alexander Jack, esq., M.A.

sity before the dissolution, and, therefore, were not called upon to pass the first university examination in arts?—Yes.

3430. Rev. Dr. Molloy.—They had to pass the sessional examination of the College instead?——

[*Dr. Sullivan.*—The sessional examination was accepted in lieu of the first university examination in arts.]

3431. Professor Jack.—They had gone through a year of the Queen's College course, besides the matriculation examination?—Yes.

3432. And of that number there are 190 in the College at present?—Yes. I wanted to point out that you must distinguish between the words "on the College books," and "attending lectures," because there are always a few students, perhaps seven or eight, who are not included in the returns I have sent in to you. I will give you an instance of that. A student fails to pass his sessional examination in one year. He goes in the following year, but without attending lectures. He pays his fee and reads. That man is on the college books, but you cannot speak of him as attending lectures.

3433. Rev. Dr. Molloy.—The names in italics are those of students who have paid the fee and have not yet attended?—I am speaking of men who have attended lectures in the past, but who are not in the present year attending lectures. There are three or four in the College who do not appear in the return I sent you.

3434. The question which I asked the other day, and which has elicited this return, was not precisely the one you have answered in the return. It is this, "How many students went up from this College last October, and passed the first university examination at the Royal University?" I asked you the question for this reason. We have a return from the secretaries of the Royal University in which the number given is six. But their information was derived from the students themselves, who gave the college from which they came. The Secretaries, however, had reason to believe that in some cases a student who came from a Queen's College may have given "private study" or the name of some grinder. Therefore I was anxious to know from you whether you could complete this return for us by giving us the students, if any, over and above the six, who came up from Queen's College, Cork?—Yes.

3435. Chairman.—In Belfast there was a discrepancy of three between the returns from the Royal University and the books of the College—that is, Belfast did not get credit for three, and it may be in looking over your books the Royal University return has not given you credit for a sufficient number?—Yes.

3436. Rev. Dr. Molloy.—There is one point I have not been able to understand. In October, 1883, there were thirty students matriculated in the Royal University who have been reading since in this College?—Yes.

3437. I find a certain number of them accounted for in your return, I (1.) This is a list of matriculated students of the Royal University who are now reading in the College the course for the first university examinations in arts. But this list contains only twelve names. I cannot tell where the rest of the thirty are?—They will be found in II. (1.)

3438. That is what I thought?—A good many of them are. There may be some of them elsewhere too.

3439. I do not know why they would have gone to the trouble of passing the matriculation examination of the Royal University, and not read the course for the first university examination in arts?—If you look at the course for the first examination for the Royal it is a common school course, which any well educated student would think two months ample to make up, with the exception of natural philosophy, which is the only thing not in the school course, and much stress is not laid on that.

3440. That is not my fault?—It is a pity you were not there next morning to enforce your views. At all events this is the current belief amongst them. Accordingly I can point to several students there. First it is an object with a medical student to complete his course in four years. He is impressed with the idea that this is enough, and to stretch it over five he will avoid if he can. Several of those students who matriculated last autumn were attending the medical course during the winter. This medical course is all over now, and they have abundance of time to read up for the first university examination in arts; because the first university in medicine is only zoology and botany, therefore they have abundance of time to read up for the first university examination in arts during the summer, while they have been throwing their whole strength into the medical during the winter.

3441. Dr. Maunsell.—Is the nature of a matriculation examination in a college, or teaching university, rightly different from that of an examining Board?—I am very strongly of that opinion; and that has been so with us. Our matriculation examination had two objects in view. First of all to keep students out of the College who are really not fit to profit by collegiate education. Secondly, to provide for the necessary medical registration of our medical students. From the latter point of view we were obliged necessarily to let our matriculation examination bear some reference to that of the licensing bodies; and without going into any invidious comparison we took care, particularly since 1874, that our matriculation examination should certainly not fall below the level of that of the licensing bodies. You will see we necessarily had to keep this in view, and I may say with reference to that paragraph in the report of the Visitors of the General Medical Council, where they state that the amount of mathematical knowledge required in this College could be gained in an hour by any student who had acquired a knowledge of vulgar fractions, that I think that statement could scarcely have proceeded from any man with even a very small knowledge of mathematics. It was entirely contrary to the facts of the case.

3442. Professor Jack.—Were not the visitors medical men?—I cannot imagine how such a phrase could have slipped into the report.

3443. Has there been an improvement in the educational standard of the College?—I am quite satisfied there has and notably in one point of view and that is as regards the failure in a single subject. On the question of compensation a difference of opinion arose, It was a principle I always tried to push. When you refuse to admit it it always leads to difficulty in enforcing a fair standard in every subject. But as soon as that opportunity arose to admit that principle of compensation and enable us to study any case on its own merits, it largely assisted us in raising the standard of matriculation. That occurred some years ago.

3444. I understand you to say that the sudden change in the system of the university exercised an influence on the matriculation of the College. Do you think this influence is likely to be a permanent one?—No. Occasion arose to point out that there is evidence already that the disturbing action may pass away.

3445. Is there such a considerable difference between the character of the examination for an exhibition in the Royal University and for a scholarship in Queen's College, Cork, as would influence considerably the amount of competition for it?—Certainly there is a very remarkable difference. An exhibition in the Royal, is a sum of money paid down as a result of a competitive examination pure and simple, a scholarship in the College here, is a sum of money paid at intervals throughout the year and burdened with a great many conditions—attendance on lectures, living away from home in a great many cases, the purchase of books, and finally the passing of a sessional examination. It is quite clear that there may be a great many who might be able to go up for a simple competitive examination with its immediate result, and who would be by no means placed in a position favourable to go through the long course we enforce on scholars here. This necessarily would restrict the competition for the scholarships. I have constantly had applications, as Registrar, from people at a distance

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to know was it imperative on the scholar to remain at the College.

3446. Do you think this difference would necessarily lead to a different kind of training which would vitiate the result of comparison?—Certainly. Any one with long experience of college life and teaching, understands thoroughly the difference between ordinary teaching and "coaching." I have acted in both capacities myself and I know the difference thoroughly well. You teach the subject in one case; you teach the examiner in the other. The student looks to his scholarship as an aid in his course and he works for the scholarship quite as much with a view to his subsequent work in the college as with a view to the scholarship, and therefore there is not the intense desire to obtain the largest number of marks in a scholarship examination as in a competitive examination for a money prize.

3447. With regard to the Royal University, do you think an experience of one or two years would be likely to give a result misleading or not?—Very misleading, and I can give instances. Reference was made and a comparison instituted between the success of students at the entrance examination at the Royal University and their success at the scholarship examinations here. If a comparison between their doings here and their doings at the Royal University is to be taken into account, we may also draw a comparison between what they did here and their previous history. One of the Commissioners alluded to a student who presented himself at the Royal University, and afterwards came here from Dover College. Some of the Commissioners are familiar with that college. The student entered Dover College and stayed four years there, arriving at the sixth form in the college. He competed in his last year for the Earl Granville exhibition and captaincy of the school, standing third on the list in that exhibition examination. In 1881 he passed the Junior Cambridge Locals, getting second class. In 1882 he went in again and got first class, being distinguished in classics and mathematics. He left the school and came here and read five months with a special tutor. At the examination he gained only fourth place. That student's previous history showed he ought to be qualified to take a good place in the scholarship examination from his *bona fide* school training.

3448. Rev. Dr. MOLLOY.—In the Junior Cambridge Locals what place did he take?—He got first class in 1882, being distinguished in Latin and mathematics. His special subject was mathematics, and he stood third on the list for the captaincy of the school.

3449. Dr. MARSTON.—Has the question of the deduction of scholarships from university exhibitions had any effect in deterring the holders from competing?—I am certain that it had. I know when the Act of Parliament was passed this whole question was discussed between ourselves, and we were perfectly prepared to accept the position, that inasmuch as both the Royal University and the College money came from public funds it was quite proper it should be so. I have always associated a good deal with the students, formerly rowing and playing cricket with them, and latterly, since I have been Registrar, constantly discussing matters with them, and I think I understand their views pretty well, and I am satisfied that they were fully impressed with the idea in 1882 that no student could simultaneously hold an exhibition and a college scholarship—that is to say, he could not receive the value of both. I put the question to a student, was he going to read for honours at the university examinations. He said, "What is the use of doing so; my scholarship will be deducted. I should not care to try for honours unless I had a fair chance of getting first class, and for that I should go to Dublin and read with a grinder for the whole long vacation, and the game is not worth the candle."

3450. Do many students look to a career out of Ireland, and does this influence the matter of competition in the Royal University?—To a very large extent.

3451. You know that as a fact?—Many of our students engineering. Students in chemistry and others who have either examinations elsewhere in view, or having friends in Australia, America, and so on, have careers out of Ireland in their eyes, to those the honours of the University have really very little attraction.

3452. Have any of your students been in for competitive examinations in the Indian Civil Service?—A good many have.

3453. Have you had any experience of the standard of education amongst students at other universities and colleges, and have you ever instituted in your own mind a comparison between that standard and the standard of education afforded by this College?—My experience of others is not very deep, but so far as I know I certainly consider our standard here is a very good one. It is a long time since I knew much about Trinity College, Dublin.

3454. With regard to marks, do you regard marks as after all a very imperfect test in consequence of so much depending on the difficulty of the subject set?—A most uncertain and variable test. If you simply write at the head of a return maximum of 100 and give it to two examiners, you will find that they will probably make quite different use of it. I have differed with other examiners upon this very subject. Our late Professor Harkness would not give a man ten, *i.e.*, the passing mark, at a sessional examination unless he answered seven or eight questions out of ten on the paper, and similarly for scholarship he would not give him what you call thirty per cent. marks unless he answered nearly the whole paper. It does not mean thirty per cent. of the paper, but thirty per cent. of the marks placed at the examiner's disposal. When you get one doing that and another who will count a 100 for the whole of an almost impossible paper, the thing is quite irregular. Marking in numbers that way is most illusory.

3455. Have you any reason to think that the utility of the College could be increased by enlarging its basis in any way, by teaching technical and applied science or do you think could it be done?—I believe it could and that it would be of great use. In connexion with the College there might be technical education given, and the centre of that technical education could well be in the College. For instance, I have already suggested that a course of practical mechanics such as is given in the Finsbury Technical College. Several such courses as that may be easily given in the College in connexion with the technical education outside.

3456. Would it be a popular movement—would you get a number of students to come here and would they afterwards be able to earn a livelihood?—The first difficulty would be to impress upon them the advantage they would be able to derive from it. The bulk of the artizans in this country are not brought face to face with the severe competition in their own trades that exists in England and America. There they recognize the value of teaching which helps them to meet that competition. There is not that severe competition in this country for the simple reason that manufactures do not exist.

3457. Are the fees suitable and the exhibitions and scholarships properly distributed according to the claims of the different faculties?—For myself I think it advisable to break up the one single idea we have had into two. A scholarship may be a higher reward or stimulus to a higher standard or an aid to help a student in his studies. All our scholarships are on a dead level and a good deal of benefit might be done by increasing the amount of some, even the very junior ones to stimulate increased exertion. If we had what are called in Scotland bursaries much might be done to aid a good ordinary student in improving himself. The next point is even with regard to students in my own department that the bulk of the scholarships would be given to what you may call not strictly paying subjects. There are certain subjects which have a direct money value. The teaching of professional subjects in general has a direct money value, and much stimulus is not

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CORK. June 5, 1884. Alexander Jack, esq., M.A.

needed except to the extent of stimulating the best students to reach a higher level. But the chief value of scholarships is to induce students to cultivate those branches of knowledge which have only an indirect value in improving them.

3458. Have you ever formed an estimate of this kind: The total annual cost of this College as an institution, and then dividing that amount amongst the students, try to reach what would be the cost per head. Can you give us an approximate estimate of that. Do you understand me?—I do; and I should decline to go into that question on two grounds.

3459. CHAIRMAN.—As you decline to go into it that is quite sufficient.

3460. Professor JACK.—Are there any other scholarships founded by local subscription besides the scholarships obtained by the grant of £1,500?—No.

3461. You have got large local subscriptions of other kinds?—Yes.

3462. With regard to the possibilities of technical education, are you aware of the state of matters at Leeds at all?—No. I had not time to go into the matter at Leeds.

3463. There they have a large college similar to the Queen's College, Cork, sending up students to the London University, and they have a large technical school in connexion with it. Lectures on dyeing and so on are given. The essential condition under which that has been carried out is one of large local subscription. Are you able to estimate in connexion with Cork the probability of any large local subscription if such a project were started?—It would have to be a relative term. What would look very small in Leeds might be tolerably large in Cork.

3464. You could do a great deal with a tolerable amount of money. We had the privilege of seeing the observatory, and we understand that has been raised at very small expense. Money goes as far in Cork as elsewhere?—Yes. I gave evidence to that fact before the Technical Education Commission.

3465. It would be possible for a moderate sum of money to produce a suitable result in connexion with the College?—Certainly.

3466. I want to draw your attention to the return at paragraph 11 (1)—The list of the matriculated students of the Royal University who are now reading in the College the course for the first university examination in medicine. How many were matriculated in 1882 and how many in 1883?—I cannot say now, but I can make it out.

3467. Suppose it were about eighteen of those matriculating in 1882 and sixteen of those matriculating in 1883. Would those figures, if correct, indicate the number of students who said to themselves, "we can meet those requirements in one year," and the other number who said, "we can do it in two?"—No; I do not think it would quite fit in with that.

3468. I should be very glad to hear you explain how you think it would bear upon that?—The only way I could answer the question would be by going into the case of each individual student, and trying to find out by what he had done in College, what he was going on with.

3469. It is of considerable interest to the Commission, and in connexion with the Royal University, to discover what precisely is the effect of the first examination in arts?—There has been no time to come to any conclusion whatever; simply chaos was produced, and we had not time to get things into order. We cannot tell how things are going on.

3470. Are the regulations of the Royal University easy to understand?—I think so.

3471. For instance, there is one question often referred to about the conditions under which an examination in Dublin is really required. I have not been able to find that condition in the regulations of the Royal University?—It was done at short notice last autumn. I should not be surprised, but it appears to me it probably arose out of consideration of the advantages known to exist in holding locally the first university examinations in the case of the late Queen's University. A young student who is away from school or from home living in Cork with his friends about him and the professors, is under a certain amount of control, but send him away 164 miles to a town where he knows nobody, and it is somewhat objectionable. Therefore, it seems more reasonable to examine him locally instead of his going up to Dublin. When he gets older and steadier he may, with greater safety, go to the central examination. That is what prevailed with many in recommending such a course to the Queen's University, and the same, I take it, prevailed in regard to its adoption in the Royal University.

3472. Dr. STONEY.—Have the students to whom the aid of a scholarship has been rendered justified the awards by making valuable progress in education?—Most remarkable in many cases. Students who come up from the National schools, from which we have got very many excellent candidates, have done good work in College, and afterwards been most successful.

3473. Do you consider this a better test than any mere reference to questions of numbers of marks?—Certainly.

3474. Has it also been justified by the way they have acquitted themselves in after life?—That is what I alluded to.

3475. The first question had reference to the way they improved during their College career?—Yes, and also their success afterwards.

3476. I understand you to say the College has not yet recovered from the change which it underwent by the dissolution of the Queen's University and the creation of the Royal?—Certainly not.

3477. Nor have misapprehensions been entirely cleared away?—Yes.

3478. So it is premature to estimate in what degree the Colleges will avail themselves of the Royal University?—Certainly.

3479. And it would be a great mistake to judge of the work of the College by the degree in which they have availed themselves of the Royal University or acquitted themselves there?—Certainly.

3480. In fact, you think this Commission has been appointed too soon?—At least eight years.

3481. I would wish to ask whether this College applies itself to preparing candidates for matriculation in the Royal University?—No.

3482. So that no part of the matriculation represents the work of the College?

3483. Do you concur in the view of the President that, in comparing the amount of prizes awarded in scholarships in this College with those awarded elsewhere, it must be remembered that what are called thirty-seven scholarships in arts are in reality only ten scholarships, of which seven are tenable for four and three for only three years, held under challenge, and subject to onerous conditions?—Yes.

3484. What is your opinion as to the care that is expended in the teaching of students in this College as compared with the care expended in teaching and bringing them forward in other universities?—Generally very great here. I am satisfied with it. In reference to the engineering department, the success with which a student prosecuted his studies in this College enabled him to get employment before he had proceeded the whole length and obtained his degree or diploma.

3485. Have there been many cases in which the students have been able to obtain engineering employment before they had gone through their curriculum and obtained their engineering diploma?—Constantly. All through the history of the College we have had a large number of students who have not taken their degree, and gone straight from the College to an engineer's office.

3486. So that the success of the College has been so great as to prevent that which has been sometimes represented as the only evidence of it from coming into existence?—Quite so.

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3487. Are you aware in a good many instances of what has become of the engineering students educated here?—Yes, in a good many instances.

3488. Has the education given them here enabled them in large numbers to earn their livelihood in that profession?—Certainly.

3489. Am I right in supposing it is a profession which is distinctly one which requires that a person who succeeds in it shall have been more than a mere pass-man?—It is essentially an honour profession. There is practically very little routine work.

3490. In all colleges, partly from that cause, and partly from the small number of the profession, the class in engineering is small?—Yes.

3491. It has been of a very creditable size here in Cork in point of numbers?—Yes.

3492. In reference to the distribution of the scholarship fund, do I understand you aright that you wish the Commission to make a recommendation that Her Majesty would entertain favourably any suggestion from the College for altering that part of the statutes?—Yes.

3493. It only requires a Royal warrant to effect a change, and you wish the Commissioners to make a recommendation that if recommendations emanated from the College they should be entertained?—Yes.

3494. CHAIRMAN.—Dr. Stoney asked you were not some of the scholarships held subject to challenge. I cannot find any such provision, and I would like you to explain that?—You may strictly consider it a scholarship of two years' duration, subject to challenge at the beginning of the second year.

3495. That is that the three scholarships of ten may be looked on as one of thirty?—Yes.

3496. Whereas, as a matter of fact, there is no scholarship held subject to challenge?—No.

3497. And in the second year, when a student gets a scholarship, he has an indefeasible right to hold the scholarship for two years?—Provided he passes the sessional examination.

3498. And one of those conditions is not to be subject to challenge at the end of the second year?—Yes.

3499. Rev. Dr. MOLLOY.—We are right, I suppose, in taking the description given on page 41 of the Calendar as representing the true condition of things?—Certainly; but recollect the meaning of the term "scholarship" elsewhere.

3500. CHAIRMAN.—Although in point of fact there were thirty scholarships in the manner described here, in another university they would be equivalent to ten scholarships. That is the sense in which you wish us to understand it?—Yes. That is the way in which I understand Dr. Stoney's question.

3501. And they are equivalent to only ten scholarships held for that series of years, subject to challenge?—Yes.

3502. Rev. Dr. MOLLOY.—In point of fact during the past academical year you had thirty-six matriculated students in arts, and for the thirty-six you had thirty junior scholarships?—Yes, available, but not filled. Observe, however, the great drop in 1882 in the number of students for whom these were available.

3503. CHAIRMAN.—Is there anything else you wish to add?—There is one point. Comparing former times when the honour examinations in the Queen's University were open to students of the Colleges only, all students went on pretty much the same footing, except so far as the larger numbers in Belfast in the arts faculty naturally furnished a larger number of candidates for honours, and further, because the greater wealth of the town and the larger population—208,000 as against 104,000—would lead to greater facilities for private tuition.

3504. I would advise you not to go too far into statistics?—I mean to say the larger wealth and population of Belfast must be calculated to secure a greater amount of teaching, and, therefore, a student in Belfast would have greater advantages than a student in Cork. Formerly students did not present themselves at the University until the end of their second year, but now you have three competitive examinations held in the Royal University courses in Dublin. They are competitive examinations pure and simple; and any man who has had a knowledge of these knows how much success at them is influenced by the possibility of obtaining coaching, and that it is a matter of vital importance. Therefore, there will always crop up in future the question as to whether a student in this College, no matter how good, will consider it advisable to subject himself to competitive examination and incur the expense of the special coaching required for it. I do not want in the slightest to run down competitive examinations or coaching for certain of them. Again you must recollect that there are a large number of people who consider that it is not advantageous to a student to be put in training for two year old races, that is for these examinations in the early portion of the course. Formerly no student began to prepare for the competitive examination till the end of the second year. Now he is called on to go in in his first year for "cram," as against men who have at head-quarters abundant facilities of that kind. Therefore in the future, though I trust we will recover, I must look forward to the fact that students from this College will be handicapped in the examinations of the Royal University.

3505. Professor JACK.—I suppose the close of your session is generally about this time?—Yes.

3506. And students from the Queen's College present themselves for the competitive examinations somewhere about the middle of October?—Early in September.

3507. Then there is an interval between the close of your session and the occurence of those examinations of something like three months?—Yes.

3508. I suppose it is a practice with students going in for competitive examinations to coach very hard before their examinations?—Certainly.

3509. And immediately before?—Certainly. During the whole session a student is from day to day taking new work, for instance, in mathematics. He has no time to go through that well known practice of training to answer questions and gain marks. Therefore, as a student expressed it to me himself—"If I want to get a fair chance at the honour examinations at the Royal I must start away up to Dublin and put myself into the hands of a "coach."

3510. He would consider it necessary to "coach" from the close of his sessional work here?—Yes, and to be able to do himself justice. That is a matter thoroughly understood by every university man.

3511. Rev. Dr. MOLLOY.—Did you say that students came here from the National schools?—Yes. Some of our best students have come here from the National schools.

3512. Dr. STONEY.—Are you of opinion that students at a distance, as compared with those residing in the vicinity of the examinations, are handicapped in point of expense also?—Certainly.

3513. So that colleges like this at a great distance can only have a certain percentage of their work represented in the examinations, while those in the vicinity can show the whole of their work?—Yes.

3514. That is, the students are handicapped by the expense of going up?—And by the expense of going up to get coached, which professors do not do.

3515. So that in both ways they are handicapped?—Yes.

3516. Rev. Dr. MOLLOY.—The best training stables are in Dublin?—Quite so, for racing though not necessarily for preparation for general work.

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Cork
June 6, 1884.

Edmund Arblaster, esq., M.A.

EDMUND ARBLASTER, esq., M.A., Cantab., examined.

3517. Professor JACK.—You are head master of the Grammar School, Cork?—Yes.

3518. And have been since 1882?—I have been since the beginning of 1882?

3519. In what university were you educated?—At Cambridge University.

3520. Did you take your degree in Cambridge?—Yes.

3521. In classics or mathematics?—Classical honours.

3522. First class?—First class.

3523. You have been engaged in educational work since 1882?—Since 1875.

3524. Describe your educational work between 1875 and 1882, when you came to Cork?—I was teaching in Cambridge for rather more than a year as a "coach," taking private pupils.

3525. Honour pupils?—Yes; for scholarships mostly. I was assistant master in Magdalen College School, Oxford, and second master at Yarmouth Grammar School.

3526. You have had considerable experience of the state of secondary education in grammar schools in England as well as in Ireland. What is the number of pupils in the Grammar School in Cork?—Forty-nine. It has varied from sixty.

3527. What means have you of judging of the educational standard maintained in the Queen's College here?—Judging from the papers, and from my own knowledge of it, derived from sending boys in from the grammar school, and by comparing the papers with those of other universities, so far as the examinations go, they are decidedly searching, and the men know their work thoroughly well.

3528. Have you found cases frequently, or at all, where students of yours presented themselves for scholarships at Queen's College, and got scholarships to your surprise?—We have not sent in any yet. This year will be the first.

3529. You have not experience of the scholarship examinations?—No.

3530. You have only experience of observing the papers, and knowing the character of the men?—Yes.

3531. There was evidence given with regard to the preliminary preparation of the students at Cambridge as compared with the preliminary preparation of students at Cork. You would be familiar with both?—Yes.

3532. Is it your opinion that the great mass of the boys are very poorly trained, so far as literature goes—classics especially, but that in mathematics they are decidedly good?—Yes.

3533. Rev. Dr. MOLLOY.—Do you mean in Cork, or in the College?—The preliminary education in Cork.

3534. Professor JACK.—And with regard to the preliminary education in Cambridge, evidence was given that it was not to be compared with that of Irish boys?—There is practically no matriculation in Cambridge, except in one or two colleges, where there is a larger number seeking admission than there are vacancies.

3535. That applies to Trinity?—Yes; and one or two others.

3536. Is it the habit in Trinity College, Cambridge, to reject a large number of candidates?—I think there are generally about three candidates for two vacancies. They limit themselves to a certain number.

3537. So that they probably reject thirty-three per cent.?—Yes.

3538. On the ground that they have not room to take them in?—They choose their men, and take the best.

3539. With regard to the ordinary student, who is at perfect liberty to go to other colleges, is there any matriculation at all?—No matriculation.

3540. Are you acquainted with the students here, present and past?—A fair number.

3541. And with the circumstances of the place?—Yes

3542. Have you any idea as to how far the fees at this College are suitable?—I know very little about the fees.

3543. Is there any other point that you would like to give evidence upon within the scope of our inquiry?—With regard to the three questions proposed, I might say that I have myself advised parents not to send boys to the Royal University examinations, but to send them to the College instead.

3544. That has been your advice given to students?—That has been my advice given on several occasions.

3545. Rev. Dr. MOLLOY.—Did you advise parents not to send their boys up to the examinations of the Royal University, but to send them here?—Yes. Let them take their training here, and in the case of medical students, let them go to other corporations.

3546. But the arts students, if they came here, would become university students?—If they wanted an arts degree.

3547. What I want to ascertain is, if you advised the parents when they sent their sons here not to send them up to the examinations of the Royal University?—That refers to the medical students.

3548. Professor JACK.—Have you known any student whom you prevented, and whose course you were able to watch?—Very few, only two or three.

3549. Rev. Dr. MOLLOY.—Have you prepared many students for the matriculation examination of this College?—Three or four only.

3550. These were good students?—Not remarkably good.

3551. Did they succeed in getting in?—One succeeded, and he got the minimum on one subject only, i.e., was below the minimum on all subjects but one, which rather shook my confidence in it. I was astonished that he did so from the marks that I saw afterwards.

3552. CHAIRMAN.—What is the exact date of your appointment?—The beginning of 1882.

3553. Your experience is not a long one?—Still I made it my business to learn all I could about things.

3554. But your experience of the class of education in Cork and here is limited to that period?—Yes, it is limited.

3555. Dr. STONEY.—Have you had an opportunity of judging of the progress which students make in this College, whether the teaching brings them forward in a satisfactory degree?—I should say decidedly so. There are men I know who have been trained in the College.—I am informed that I made a mistake in saying I was astonished at men passing for the College. It was the Royal University I meant.

3556. CHAIRMAN.—In answer to Dr. Molloy's question whether you prepared any boys for the matriculation here, we understood you to say you had prepared three or four students; and Dr. Molloy asked you were they good, and your answer to that was, that you were very much astonished to find they had passed?—That was to the Royal University, not to the College.

3557. Did you, as a matter of fact, prepare from your school any boys for matriculation here?—In the College?

3558. Yes; how many did you prepare?—Some six or eight.

3559. Did they pass?—Yes.

3560. Were they well grounded, good students?—Average students; nothing brilliant. We had very poor material to begin work upon in the school.

3561. Have you had any experience of the Intermediate examinations?—One year. I did not send boys in before last year.

3562. Were the boys you sent here and passed better than you would send for examination?—Hardly as good as the best of them.

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Cork. June 9, 1884. Edmund Arblaster, esq., M.A.

3563. Dr. STONEY.—Do you think those you sent in for the examination of the Queen's College were in such a condition that they ought to be admitted to the education of the College?—Certainly. They know enough to derive benefit from the teaching of the College.

3564. They ought to be allowed to pass in the college according to your judgment?—Certainly.

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* ARTHUR W. SANDFORD, Esq., M.D., examined. Arthur W. Sandford, esq., M.D.

3565. Dr. MARSTON.—Are you surgeon of the Ophthalmic and Aural Hospital?—Yes.

3566. What number of beds have you in that hospital?—Twenty-five.

3567. What is the average number of cases in the hospital?—About eighteen or nineteen for this year.

3568. What is the number of outside cases you attend to at the hospital?—About 1,700 in the year.

3569. What is the average number of students attending the hospital?—Those who have given their names were about twenty-five for the last year.

3570. Have you all the means of giving them ophthalmic demonstrations?—Yes.

3571. And teaching them everything about it?—Everything.

3572. Do you think they would find in the hospital practice all the ordinary diseases of the eye they would meet with?—Certainly.

3573. Is their attendance compulsory?—Purely voluntary.

3574. Are there no examining boards or universities that require attendance at ophthalmic hospitals?—Yes, the College of Surgeons for instance.

3575. It is not general throughout all examining boards?—It is not compulsory at the Royal University at present. I believe most examining boards require it now.

3576. Are you quite satisfied there is abundance of material to teach men their work?—Decidedly.

The Commissioners adjourned to next day.

SEVENTH DAY—TUESDAY, JUNE 10TH, 1884. June 10, 1884.

AT QUEEN'S COLLEGE, CORK.

Present—R. P. CARTON, Esq., Q.C., Chairman.

Rev. GERALD MOLLOY, D.D., F.R.U.I.; GEORGE JOHNSTONE STONEY, Esq., M.A., D.Sc., F.R.S.; Professor WILLIAM JACK, LL.D.; and Deputy Surgeon-General JEFFERY A. MARSTON, M.D., with N. D. MURPHY, Junr., Esq., Secretary.

Professor J. C. MALET M.A., F.R.S., re-examined. J. C. Malet, esq., M.A., F.R.S.

3577. Professor JACK.—With regard to the standard of education, which is naturally one of our most important and most difficult questions, Professor Ridgeway gave us some evidence as to the position which his senior men might be supposed to have taken in his judgment, in comparison with the men of Cambridge. I think you mentioned that you have large experience at Trinity College, Dublin?—Yes.

3578. I dare say you would be able to give us some kind of comparison of your best men with the men of Trinity College, Dublin, and so to speak place them so far as your estimate is concerned with regard to the examinations in that University?—I think many of our candidates, or a fair number of our candidates, who may have failed to obtain honours in the Royal University, would have obtained second-class honours at the corresponding examinations in Trinity College, Dublin. I do not mean to say that the standard is higher in the Royal University; but they do not go down to as low a percentage in awarding honours in the Royal as they do in Trinity College, Dublin; and in fact, I am certain that some candidates who have failed to obtain second honours in the Royal University would have obtained second honours in Trinity College, Dublin.

3579. Is that due to the system of examination, or to the fact that the Royal University has a slightly higher standard?—The Royal University has a higher standard, I should say. It is considerably higher with regard to the marks on which honours are awarded. I think many of our students would be qualified to take second-class honours in Trinity College, Dublin; and some of the students I have come across would obtain first honours in Trinity.

3580. Did you mention the number of students in the third class this session?—I had only one.

3581. How many in the previous session?—Two I believe.

3582. And the session before that?—I had two one session, and three the other; I forget which in each case. They did not all compete for honours in the Royal University.

3583. Now do you remember how many of the six competed for honours in the Royal University?—The student who was attending me this year has not competed yet. He intends to compete next October. Of the other five one competed—Mr. Evans—and obtained first of first class honours.

3584. But with regard to the others who did not compete, would you be able to state anything from your knowledge as to the position they would take either in the Royal University or in Trinity College, Dublin?—One of them disappointed me. I did my best to persuade him to compete at the Royal University, and he would not.

3585. Did he state any reason for it?—He was taking up another subject. Judging from my knowledge of him in pure mathematics, I would be disappointed with him, if he had not obtained first honours in mathematics. I have accounted for three now. The others I do not think intended to compete at all for mathematics. They were the lectures to keep the session.

3586. Did they try to compete? Have you any means of judging?—I would have been content if they had got second class honours.

3587. Dr. STONEY.—In any comparison of this kind between the Queen's College and the University of Dublin, it must be remembered that the University of Dublin is a four years' course?—Yes.

3588. And that the Queen's College is only a three years' course?—Yes.

3589. And it must always be remembered that the best candidates who reach the University of Dublin, have had greater educational advantages at school than the best who reach the Queen's College, Cork?—Yes, decidedly as a rule.

3590. Otherwise the comparison would not gauge equivalent merit in the two systems of teaching. I suppose the M.A. stage would more nearly correspond with the B.A. in Trinity College, Dublin. I mean the M.A. in Queen's College, Cork?—We do not lecture for the M.A. as a general rule. I do not anyway.

3591. A man is not allowed to specialize until his

* See Appendix III. B.—No. 27.

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Cork.
June 10, 1884.
J. C. Malet, esq., M.A., F.R.S.

third year under the curriculum of the Queen's College, Cork?—He is not allowed to specialize at all, even in his third year, except by special permission of the College.

3592. He has only partial opportunity of specializing in his third year, and it is only in his fourth year that he can completely specialize?—Yes, as a rule.

3593. In the same way in comparing with Cambridge it must be remembered the general education of the candidate is over before reaching Cambridge?—Yes.

3594. And he specializes from the commencement of his course in Cambridge?—I cannot speak from my own knowledge.

3595. Have you lectures for fourth year's students?—I do not lecture for fourth year students. The student who attended this year third year's lectures, attended before, and I varied my lectures to suit his convenience; but properly speaking he is only a third year student.

3596. But if a man attended in the fourth year, with a special view to studying mathematics, would the ordinary third year's course be altered to meet his special requirements?—Yes; if there were not several candidates in the class; but I have never specially lectured for the M.A. degree.

3597. Rev. Dr. Molloy.—We have it in the returns of the College that there is no course of lectures to prepare students specially for the M.A. degree?—Generally not. I do not think it would be right to say that there were no lectures ever given with reference to the M.A.—there is no settled course—but I do not know it would be right to say no candidates were ever lectured for the M.A.

3598. Then as regards the teaching this College furnishes to the students, the student's course is over when he gets his B.A. degree?—As a rule.

3599. I think you told us the other day that the standard of education required for matriculation in this College compares favourably with the standard for matriculation in Trinity College, Dublin?—I should decidedly say so.

3600. You are not then of opinion that students come here badly prepared in every kind of schoolwork?—Some do; and a great many candidates are rejected.

3601. I speak of those that get in?—No; not all of them.

3602. You have not found it necessary to divide your class into the instructed and uninstructed?—I have always divided it into two divisions as a general rule. The candidates admitted have a fair knowledge of elementary mathematics.

3603. You are a fellow of the Royal University?—I am.

3604. And as Fellow you took part in conducting the examinations in the department of mathematics?—I do.

3605. Do you think the examinations are a good test of the proficiency of the students examined in your department?—I do not altogether approve of the "honours" course in mathematics. I dissented from my colleagues in arranging that. I believe the examinations to be fairly conducted, if that is what you mean. I would not say the "honours" examinations are always a fair test of the proficiency of students in mathematics. I do not agree with the arrangement of the course in some of the honours. Too much weight is given to some subjects. In the matriculation examination, that arithmetic should count one-third of the whole course of mathematics, I do not approve of at all. A man may be a fair mathematician and may break down in the arithmetic paper.

3606. But a man should be thoroughly well grounded in arithmetic?—Thoroughly well grounded; but I would not examine him in it for honours.

3607. The university should be satisfied he had that foundation as a preliminary step for his honours course?—It would be more satisfactory to examine him in arithmetic for the pass, and then examine him for honours.

3608. Dr. Stoney.—Success at examinations of this kind in arithmetic requires that a man should have a vast number of numerical tables committed to rote, such as tables for square measure and many other which are no part of the science of arithmetic?—I cannot answer the question with any certainty. I have not examined in the Royal University in arithmetic for matriculation as yet.

3609. Professor Jack.—I understand the Queen's College, Cork, does not prepare students for the matriculation?—No, there is no direct preparation.

3610. So the result of matriculation examination in the Royal University would be in the judgment of the college, no test at all?—No test at all.

John England, esq., M.A., D.Sc.

Professor John England, M.A., D.Sc., Professor of Natural Philosophy, examined.

3611. Chairman.—You are Professor of Natural Philosophy in the college?—Yes.

3612. And you have been professor for a number of years?—Since 1855.

3613. How many classes have you in your faculty?—They vary very much according to circumstances. At the last sessional examination I had four or five. I generally have four or five.

3614. What is the total number of students who would be attending the classes?—At one time, before the dissolution of the Queen's University, there were about 120 attending altogether.

3615. For the last two years?—You will of course be furnished with the numbers exactly, but I think this year I had sixty altogether. They were something less last year.

3616. How many of these were the junior students beginning?—About forty-three. I cannot give the exact numbers unless I refer to the roll.

3617. How many had you in the second year's class?—In the second year's class I had seven. I am only giving the numbers approximately.

3618. How many had you in the advanced course?—I had only engineering students in the third year. I had no arts student of the third year.

3619. Does it often happen that you have no arts student in the third year?—It never occurred in the history of the College until this year.

3620. Up to this year what used to be the number of "Arts" students?—They were never numerous, but probably three or four.

3621. I observe by the College Calendar that there is a senior scholarship for natural philosophy?—Yes.

3622. We have a return of the number of students who competed in the last five years for the seven senior scholarships?—Yes.

3623. Is your scholarship won every year?—No. My scholarship is a very peculiar position. Originally the senior scholarships were awarded in conformity with the examination for university degrees. The university degree was originally given for answering in pure mathematics, or for answering in mixed mathematics. Senior scholarships were awarded to each. Subsequently the two branches of mathematics were joined together for the degree, and experimental physics was joined with chemistry. A student going up for the degree should either choose pure and mixed mathematics, or chemistry and experimental physics. Now, I wish the senior scholarships to be divided in the same way, that is, that I should examine with the Professor of Mathematics, in part, for one scholarship, and with the Professor of Chemistry, in part for the other; but the Council decided that it was better to retain one for the natural philosophy, and consequently the scholar in natural philosophy is obliged to answer not alone in mathematical physics, but also in experimental physics. That deters students from going in because they would have to undergo a severe examination in mathematical physics.

3624. Do I understand the senior scholar must answer also in mathematics?—In mathematical physics as well as in experimental physics.

3625. When was that change made?—For several years. It may have been twenty years ago.

3626. I find for instance, in 1883, that there were

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four senior scholarships awarded. Was one of these in your department?—Yes.

3627. And in 1882 there were five awarded. Was one of these in your department?—I think it was. You will find in the calendar.

3628. When you examined for those scholarships did you adopt the same system of marking adopted in the College generally by the other professors?—Yes.

3629. Can you tell us what are the least marks on which you ever knew a senior scholarship to be awarded in your college?—I think forty. It is generally something over that. I merely make a return of the answering to the Council. It is about that, or generally beyond it—sixty or more.

3630. Does your practice agree with one of the other professors before us who said that they considered a candidate for senior scholarship should secure forty?—Yes. It is the Council really who decided that

3631. You merely make a return of the marks and then the Council award the scholarship?—Yes. If I made a return of thirty-five probably the Council would not award the senior scholarship.

3632. Would not they make a special inquiry from you?—I do not think that they would make an inquiry. If I had any reason to think that a man ought to get a senior scholarship it would be my business to notify that to the Council and not to expect them to ask me

3633. That would be your course?—If I do not consider they should get the scholarship; suppose they get marks for nearly that, I may make a recommendation that they should not get the scholarship.

3634. We were shown over your splendid observatory. Have you any scholars in your class who would be competent to work one of the instruments there?—I have. I have had a couple of students who took a great interest in it and spent several hours at night there. One of them said it was very nice, very interesting, but it did not pay.

3635. Rev. Dr. MOLLOY.—I am afraid pure science does not pay very well in the present state of the world?—No.

3636. You mentioned that there was a difference of opinion in the Council with regard to the distribution of the subjects, experimental physics, chemistry, and mathematical physics?—Yes. I wished to have the University scholarship given in accordance with the examinations for University degrees, by which one senior scholarship would be given for pure and mixed mathematics as a degree; that another senior scholarship should be given for answering in experimental physics. Instead, they give one for pure mathematics, one for chemistry, and one for the two branches of physics.

3637. What you recommend to be done here is what has been done in the Royal University as regards studentships?—Exactly.

3638. Dr. STONEY.—I would like to invite your opinion of the value of mere book knowledge of experimental physics, and of the knowledge that can be acquired by going through a course of instruction under a professor?—I think there is no comparison at all between them.

3639. Which of these two are tested by a system of mere examination?—The book work of course.

3640. You do not think the mere examination in that subject is an adequate test?—Certainly not. I have been an examiner under the Intermediate Board for three years and I can tell almost by the papers whether the students had seen instruments or not.

3641. But he would still score marks?—I would defy an examiner to write a paper on which there would not be marks for some book work, and the student must be passed for that, and it is perfectly possible he may have never seen any physical apparatus.

3642. Then the marks given should be accompanied by a report giving the examiner's opinion?—I think so in experimental work.

3643. With reference to the mathematical physics is there anything you would wish to say?—The change from the Queen's University to the Royal University has completely disorganized the teaching in mathematical physics at present. Formerly, under the regulations of the Queen's University, equal credit was given for answering in pure and mixed mathematics at the first university examination. As well as I know, the regulations of the Royal University for the corresponding examination, pure mathematics obtain 1,800 marks, while mixed mathematics get only 600, that is one-third less. I must say that the course of mixed mathematics is an exceedingly small one—what I think any intelligent student ought to make up in a few weeks. The consequence is, that there is no person who would come to my class for a mere pass. They do not care to go in for mathematical physics on account of it scoring so little, and they do not care to spend the whole session at lectures for the moderate amount required. I am talking of pass men. The course of mathematical physics in the Queen's University embraced mechanics, hydrostatics, optics and astronomy.

3644. The first university examination in arts of the Queen's University corresponded to what is now the second in the Royal University?—Yes. That has been divided into two in the Royal University, one portion being given in the second year and the remainder in the third year, the effect being to discourage students going in for a pass examination in the subject, and it tends too to keep students from going in for honours.

3645. Professor JACK.—Is the portion which is put into the third year all of an elementary character also?—Yes. The merest elements of geometrical optics and astronomy are mentioned; but I think if they said "use of the globes" it would come nearer.

3646. Dr. STONEY.—In fact the regulations do not give an opportunity to a student who has proficiency in this subject to take a place corresponding to his proficiency?—Certainly not. I do not know by whom the regulations are made—perhaps the Standing Committee.

3647. They are at all events not made by the examiners, or on the recommendation of the actual teachers?—No. I examined once, and I found these recommendations cut and dry before; 1,800 were given for pure mathematics, and 600 for mathematical physics.

3648. By an authority external to the examiners?—Yes I do not know by what authority.

3649. You think that discourages candidates?—Yes. It puts the subject out altogether as a collegiate subject.

3650. And discourages the students of this College who have a natural aptitude for the physical sciences from coming forward, and prevents them taking the place, if they do come forward, to which they would be really entitled?—Yes.

3651. Professor JACK.—In the third year you mentioned that only engineering students attend you?—In this last third year.

3652. How many?—Five or six.

3653. Is the course of the third year mixed mathematics or pure mathematics?—It is intended to be the application of the principles of physics generally to engineering work. I was at one time Professor of Engineering. I was for two years Professor of Engineering before being Professor of Natural Philosophy.

3654. Is the third year's course largely attended by engineering students?—All third year men attend that particular class for the application of physics to engineering.

3655. I suppose I understand rightly that there has been a third year's arts?—Since the foundation of the College this has been the only year in which there was not a third year's arts.

3656. Do I understand you to say that in the third year, in the previous history of the College there were two chosen, one specially applicable to engineering, and one specially applicable to arts?—Decidedly.

3657. So that there used to be four classes, and there are now in fact three classes?—Yes.

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Cork.
June 10, 1884.
John England, esq., M.A., D.Sc.

3658. Do any of the senior scholars assist you in any way?—Occasionally I have asked a senior scholar to look over exercises given to students. As a general rule I do not require it.

3659. In the teaching of the class?—It was done in working examples.

3660. To that extent?—To that extent.

3661. Is there any fund for the acquirement of physical apparatus?—There is a fund. I get a fund. I get a portion of the ordinary fund for the college, a portion of the £1,600. For the last few years that has been absorbed in a great measure by the necessity for my having a mechanician on the premises. I could not carry on the astronomical observatory without having a skilled mechanic, and therefore for the last few years I have not been able to add anything to the apparatus.

3662. So that there is no provision made for the payment of a skilled mechanic, or for a laboratory assistant of any sort?—No.

3663. The teaching of natural philosophy is thrown upon yourself entirely?—Entirely.

3664. And the necessities of the past few years have compelled you to apply a sum which would naturally have been given to apparatus, for the purpose of supplying that assistant?—Yes.

3665. We shall be able to see the collection of apparatus?—Yes.

3666. Is it a large collection?—It is a very good collection for the purpose of illustrating all lectures; but it is at present deficient in instruments of research. I have got a few, but I would like to have a good deal more to make it a complete physical laboratory.

3667. Have you any students prosecuting research?—Not at present; but I hope to have them if we get on again. Everything in my department has been disorganized by the change in system to the Royal University.

3668. You mentioned as to the pass course of mixed mathematics, what was prescribed by the Royal University was exceedingly small. Is it the same with regard to "honours" mathematics?—No; the "honours" mathematics remains pretty much the same as it was previously.

3669. Would you have many students going up for "honours?"—I have no means for judging.

3670. Have you many students during the past two years?—I am not quite sure. I believe there might have been one presenting himself. The thing is in a complete transition stage at present.

3671. Would it affect their going up for honours that they would have to present themselves in Dublin. It would operate in the way of deterring them?—In the first year it would; but in the second year they would have to go to Dublin in any case.

3672. Dr. STONEY.—If they were deterred in the first year, of course these men would not appear at all in either the second or third year?—The second year would be mathematical physics.

3673. But if they were deterred by the expense in the first year, they would be precluded from going forward to the subsequent examinations?—No; they are only for the first year required to go up to Dublin for honours. For the pass examination they are not required to go up to Dublin. There is one thing that the Registrar (Professor Jack) mentioned yesterday with regard to the fund that is not spent, that I wish to make a little clear to the Commissioners. The scholarship fund that has not been spent, should, strictly speaking, be given up to the Treasury.

3674. The CHAIRMAN.—We intended asking the President about that matter so as to clear it up?—As I am the Bursar I will explain.

3675. Certainly you have a perfect right to explain?—The Treasury never claimed that balance. It had accumulated to something, and soon after the appointment of the President he applied to the Irish Government, and the Treasury did not claim it, but they gave up the balance which had accumulated at that time, and all future balances, for the benefit of the College. They had a legal right to re-claim any balance which should remain, but the Treasury waived their right to it.

3676. That is the first time I ever heard of the Treasury waiving their right to anything?—They did it in that case. For many years our late President had been applying to get a botanic garden and plant house. All applications were in vain until they discovered we had a fund available, and thereupon they gave additional help to us, we giving some of our unexpended balance for the purpose. Not a penny of the unexpended balance can be expended without the authority of the Lord Lieutenant. For every item, no matter how small, we must have the Lord Lieutenant's authority, otherwise the Audit Office would not pass the account. As Bursar, I am obliged to vouch for everything, and everything must be accompanied by the Lord Lieutenant's letter.

3677. To save the trouble of calling the President, we were given to understand that portion of that undivided balance arising from the Exhibition Fund was applied for the purpose of building a gate lodge. Is that so?—Portion was given to the Board of Works.

3678. If you do not know do not answer the question?—It is better let Dr. Sullivan. I merely want to explain that the Treasury had given up the control of the money; that the College cannot expend it without the authority of the Lord Lieutenant; and that if illegally spent the auditor would make myself liable.

3679. Rev. Dr. MOLLOY.—Have you been an examiner under the Intermediate Education Board?—Yes.

3680. Were you the examiner in 1883?—I was.

3681. Did you find the boys that came up in your department fairly up to the standard that you would expect in an Intermediate school?—No; they were very bad last year. I do not know that the present report has been issued.

3682. I have it before me?—They were not at all up to the standard in the department where I examined.

3683. In what grade did you examine?—Senior and middle.

3684. Did you examine in the junior grade?—No. I know the examiner in the junior grade. He told me personally the answering was very much improved—Mr. Coffey; but I found no improvement whatever in the senior or middle.

3685. I saw your examination paper. It struck me it was a good stiff paper for schoolboys?—It was the first time I was told they were too hard. Generally speaking, I have let them off very easily.

3686. It was a very good paper indeed?—I am obliged to you.

3687. You think it represented a fair standard for Intermediate schools?—For young men fairly prepared; and some of the questions would require a little consideration. You could not exactly answer them out of a book. You would have to think a little.

3688. You gave such questions as would test a good knowledge of the subject?—Yes; and, further, I would see whether they were acquainted with instruments. Of course, to a person who has been merely crammed up for the examination, and who was not acquainted with the manipulation of instruments, some of the questions would appear very strange, but I did it intentionally.

3689. The maximum of marks in that subject was five hundred?—Yes.

3690. Four hundred would represent eighty per cent. of the total?—Yes; a very good mark.

3691. And 300 would represent 60 per cent.?—Yes.

3692. Looking at the columns of returns, I find in the first page, middle grade, 430, 420, 405?—Yes.

3693. In the same page, 390, 385, 360, 365, 355, 345, 315, 305; in the next page, 350, 346, 385, 325, 305; in the next, 446, 410; and so on. Do you con-

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sider half marks for that paper, 50 per cent., good marks?—I would say that is tolerable. That is all I would say.

3694. We have been told that students have been admitted to scholarships on 30 per cent.?—But the things are not comparable.

3695. Did 30 per cent. on this paper represent a fair average knowledge of the paper?—That depends on the nature of the paper. My directions from the Board of Intermediate Education were to write such a paper that a well prepared student could answer every question in the period at his disposal. And when writing a paper at a scholarship examination I do not give anything of the kind. I give a very general paper for which I would say 50 per cent. was excessively good answering.

3696. I come to the senior grade, and I find in the first two pages 355, 305, 325, 365, 325, 370, 340 and 335. These are all good marks?—Yes.

3697. From the marks I have read out I infer you think, at all events, that the schools which sent up these boys have some capacity for training youth?—I have no doubt whatever from the answering that there are some good schools that possess very good means of teaching. I cannot say how many. I know two myself.

3698. As far as your department is concerned you got a large number of very good answers?—I won't say a large number. You have not considered the number rejected. As well as I recollect one-third of the candidates were rejected for insufficient answering.

3699. A large number got high marks?—A fair number. I am sorry you have not the annual report they issue. That would give my opinion.

3700. Were you the examiner in 1882?—No.

3701. Not in 1882?—I was examiner three years. I was examiner the two previous years. I was not examiner the first year. I was the two following years, not in the subsequent, and then I became examiner again last year.

3702. Professor JACK.—Do you know the state in which the boys come up to Queen's College with regard to their education?—I sometimes acted as deputy for the professor of mathematics, when it was vacant, and I know the state of education—at all events as far as mathematics are concerned—when they come to my class.

3703. And of natural philosophy?—They have no knowledge of it coming in at all. As far as mathematics are concerned I know what they have when they come to my class.

3704. The schools in Munster do not train with regard to physics?—No.

3705. The students present themselves here with no knowledge of physics?—Up to the present. In order to comply with the regulations of medical colleges we were obliged to introduce, not as compulsory but as optional, a very elementary course of physics last year.

3706. A medical student, for instance, presenting the certificate of passing the examination here, would require to present a certificate of having passed an examination in elementary natural philosophy?—I think the General Medical Council or some of the licensing bodies require it.

3707. It is only with regard to those students that you would know the state of education particularly. The schools of Munster do not train in elementary physics?—It does not enter into our course.

3708. Dr. STONEY.—The Intermediate Education Commission is a mere examining board?—That is all.

3709. Therefore your observation with reference to the imperfection of marks on such a subject as yours would apply to the marks obtained at the intermediate examinations. You say that a candidate who had not attended lectures, and who had his knowledge only from books, would be able to score marks, and would be entitled to score marks although his knowledge was not what you consider sound knowledge?—He should score sufficient marks to pass; but I tried to make my papers of such a nature that unless he did something more than that, he could not score very high marks, such as 350 and 400 out of 500. Any man who got 350 and 400 must have had some opportunity of learning experimental physics.

3710. CHAIRMAN.—In answer to Professor Jack you stated, as a general proposition, that the schools in Munster do not teach physics or natural philosophy?—I did not mean to say that. I must have misunderstood the question.

3711. So I thought. I want to give you an opportunity of correcting it. I did not hear the word "Munster" at all. Professor Jack's words were, "Schools in Munster did not teach physics or natural philosophy"?—I did not mean that at all.

3712. Do you know that the reverse is the fact?—I know very little about them except one or two.

3713. Natural philosophy and experimental physics do not enter into your examination at all?—All I know of the Intermediate is as an examiner, and that gives me no clue to where the students come from.

3714. Rev. Dr. MOLLOY.—You have a means of knowing what the students know here?—I never met a student here knowing anything about it. Some made pretensions to some knowledge. One of them told me he knew all about the subject, as he had a certificate from South Kensington, and my experience was that he knew very little about it.

Professor RICHARD HORNER MILLS, M.A., LL.D. examined.

Richard Horner Mills, esq., M.A., LL.D.

3715. CHAIRMAN.—You are the Professor of Jurisprudence and Political Economy in this College?—I am.

3716. How long have you been here?—Nearly thirty-five years. I was one of the original professors.

3717. Owing to the unfortunate illness of my friend Mr. O'Shaughnessy, the professor of law, you have had something to do with the faculty of law for some time?—In consequence of Professor O'Shaughnessy's illness a deputy was appointed to represent him. I did not undertake any part of Professor O'Shaughnessy's work. Professor O'Shaughnessy is Professor of English Law. I am Professor of Jurisprudence and Political Economy. Political economy is not a portion of the law school. In connexion with political economy I have third year's arts men. In connexion with jurisprudence I have the first year's law men in jurisprudence, and the second year's law men in Roman law.

3718. How long was the deputy acting for Professor O'Shaughnessy?—He came twice. Professor O'Shaughnessy should have lectured both in Michaelmas term and Hilary term.

3719. I believe the deputy is Mr. Hume, of the North-East Bar?—Yes, Mr. George Alexander Hume, of the North-East Bar.

3720. About how many pupils have you in the jurisprudence class?—In the two classes of law, four in the first year and three in the second—seven in all.

3721. Does that now represent the normal state of the law school, or is that a lower number than usual?—It is lower than last year. The first year's class last year was the largest I ever had. It was seven in the first year's law, but that was rather abnormal. The present state of things was most usual.

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Cork.
June 15, 1854.
Richard Horner Mills, esq., M.A., LL.D.

3722. There is no great inducement to a man going to the Bar to attend classes here?—No. The Benchers require all the students who are proceeding to the bar to attend the lectures of their own professors. They require them to attend one course of lectures of their own professors, and a second course of lectures with any two of the three professors of Trinity College, Dublin. The Benchers allow the students to take the lectures delivered by the professors in this college in place of the Trinity College lectures if they think proper to do so.

3723. But must not a student, to get credit for these lectures, as against the Trinity College lectures, be a graduate?—He must be a graduate of some of the universities recommended by the Benchers, not merely of the Royal University.

3724. You examine for the scholarships?—The scholarships in political economy, and also in jurisprudence and Roman law, not in English law.

3725. Jurisprudence in the first year, and Roman law in the second?—Yes.

3726. There is a senior scholarship in law?—There is.

3727. And your subjects enter into the scholarship?—The subject that enters into the senior scholarship would be constitutional law.

3728. I observe, looking back over the Calendar, there does not seem to have been a senior scholarship awarded since 1877?—That is likely the date. A senior scholarship is not often claimed. The conditions are rather stringent. The candidate must formerly have been a graduate, and also have gone through a complete course of the law studies in this College. Now he must have gone through a complete course of law studies, and through a complete recommended course of arts studies for three years.

3729. The result is that the senior scholarship is seldom claimed?—It is seldom claimed.

3730. Last year, for instance, there were awarded two scholarships?—That would be the first and second year's scholarships.

3731. That seems to be the average?—I think you would sometimes find a third year's scholarship, but not a fourth.

3732. Yes; there was a third year's scholarship in the year 1879–80?—Yes. My observation as to the scholarship not being claimed does not apply to the third year's, but to the senior scholarship.

3733. Do you adopt the same system of marking for the scholarships as is adopted by the other professors?—Yes; I have no choice about it. There is a form given to the professors on each occasion, and a scheme of marks as printed. It is the same 100 maximum, and ten disqualifying, and so forth.

3734. At best you would have a limited number of competitors. How many generally compete for the one scholarship—the junior scholarship in the first year?—For the first year's law scholarship there may be two or three, but for the second perhaps not more than two—sometimes not so much.

3735. There is sometimes no competition at all?—The men judge whether there is any use in competing against their fellows, and if they find there is none the scholarship is relinquished; but under no circumstances would the scholarship be awarded unless the scholar was quite up to the mark.

3736. What do you consider quite up to the mark for a junior scholarship?—Thirty per cent.

3737. Then I may take it, it very often happens there is no competition at all in the second year?—Yes.

3738. You take care, according to your judgment, that no student gets a scholarship, when there is no competition, unless he deserves it?—I am rather strict in that particular. I am quite sure I may say no student does.

3739. Where I find a second year's scholarship was not awarded, in 1882–83 for instance, there is no scholarship for the second year or the third year, there is a scholarship for the first year. Would that be because there was no competition at all, or because the single student entitled to compete did not reach the proper standard?—I do not recollect the particular circumstances, but I think that I would be right in saying that it was owing to the student not obtaining the standard in the second year—but I can easily ascertain.

3740. Of course there are a number of solicitors, as I know, in Cork, and solicitors in very large business, too. Have you any apprentices attending your law classes who are preparing for the Incorporated Society's examination?—Yes; solicitors' apprentices who are preparing to go to the profession.

3741. Solicitors' apprentices have to pass a rather severe law examination before they are admitted?—They have.

3742. Have you amongst the students some who have passed the preliminary examination, and are serving their time in Cork, and are preparing for their final?—Constantly; the Solicitors Act of 1866 provides that students attending the law lectures of our College for two years of both professors, and passing the prescribed examinations, shall save one year out of their apprenticeship, but they must take one of the three years in this College before signing their indentures the second year afterwards.

3743. Do they get that benefit whether they are graduates of the College or not?—Yes; if they attained to be graduates they save two years.

3744. So that, at all events, they save a year by attending here the prescribed course?—By attending the prescribed course for two years; the law course is three years; if they attend both professors two years, and take one of these years before signing their indentures of apprenticeship, one year's apprenticeship will be omitted. In connexion with the calls to the Bar, the Benchers' rule is that credit for attendance on lectures here is a credit, as I have mentioned, but will not be allowed until the student has put down his name and paid his fee at King's Inns, and that largely prejudices their coming here, because, in the first place, it is a very large sum having to pay, £48, and, in the next, they generally will have completed their arts course here. On entering into the profession they join the King's Inns, consequently, unless a student happens to be accidentally resident in Cork, he has no inducement whatever to attend our lectures. If the Benchers could be induced to make another rule, and to give credit for attendance before the student puts down his name at King's Inns, it is likely we would have some who would avail themselves of that privilege while proceeding through their "arts" course.

3745. I think you would have more influence with the Benchers than any recommendation of the Commissioners, even if it came within the scope of our inquiry. Does it so happen that any of the students who take out degrees here get a studentship in London. I know that several, both from Belfast and Galway, did obtain Inns of Court studentships in London of £100 a year, tenable for seven years?—I am not aware that any of our students competed for the Inns of Courts studentships. I know some of the Belfast students did.

3746. Dr. STONEY.—Are there any studentships or scholarships given at call in Dublin, or are there any distinctions that can be obtained?—Yes, latterly more than there used to be. There is the John Brooke scholarship and the Benchers' exhibition and prize.

3747. But is not there the Findlater scholarship?—The Findlater scholarship is given on admission to the attorney profession. With reference to the attorney profession, I may mention that of attorneys' apprentices proceeding from Cork five obtained medals on their admission to the profession of attorney by examination by the Incorporated Society, to which the Chairman has referred, and of those five four were students of our law school, and one of the four obtained, in addition, the Findlater scholarship, which is the highest prize obtainable on admission to the attorney profession. With reference to students who

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proceed to the Bar I find it impossible to trace out those who have proceeded to the English Bar. We have several who proceeded to the English Bar. But in reference to those who have been called to the Irish Bar, I can be positive that of fifteen four at least, and, I believe, five—there is one, unfortunately, deceased, Mathew Keating, I am sure he distinguished himself at call—but I am positive as to four who obtained second place on admission to the profession, and one who obtained a certificate of honour, Mr. S. Roman. Those attended our law school. With reference to those called who did not attend our law school one got the Benchers' studentship, Mr. Matthew Bourke, and another got second place, as well as I recollect. I can make out seven of the fifteen who attended our law school, and seven who did not.

3748. CHAIRMAN.—Your law school would be full if students all got on as well as Mr. Stephen Roman or Mr. Matthew Bourke?—Mr. Roman got a certificate of honour and Mr. Bourke got a Benchers' studentship. Another student of the College, but not a member of the law school, got a law scholarship at the London University. He has risen to very high eminence at the Madras Bar. Our students are scattered everywhere. We have others rising very fast at the Calcutta Bar.

3749. The others you speak of obtained their arts education here?—Yes.

3750. When is the subject of political economy studied?—It is in the third year's arts course. It has no connexion with the law school, no relation at all with the law school.

3751. Dr. STONEY.—Do you consider that there are any circumstances that affect the degree in which candidates would avail themselves of the Royal University from this College?—Certainly, there is one particularly in which political economy is prejudicial in its relation to the Royal University. It is a matter to which the three Professors of Political Economy, namely the professors in Belfast, Galway, and Cork, drew the attention of the Standing Committee of the Royal University, last January. It is a fact that there is no examiner in political economy who has made it his special subject of study or has been in any way connected with it. The examiners in political economy are the Professors of Logic, Metaphysics, and Ethics, a class of subjects in which I know they are very proficient from their reputation, but they have not in any way identified themselves with political economy and I am sure the students would have more confidence in an examination if the examiner were one who devoted himself to the subject in which he examined.

3752. Have they been teachers?—Of Mr. Finlay I do not know, Mr. Parke certainly is not, but he took a very distinguished degree in the Queen's University many years ago, in which he took up political economy as one of his subjects.

3753. Do you think experience in teaching a necessary qualification for an examiner?—Generally speaking I do, but I am bound to say if it could be avoided, and there is great difficulty in avoiding it, it is not desirable that teachers should examine their own students; but in Ireland it is difficult to avoid it in consequence of the difficulty of supplying the examiners.

3754. Are you aware that in the English Universities it has been found impossible to avoid it consistently with observing other important conditions?—I could not say.

3755. Professor JACK.—How many students have you in political economy?—At present only three.

3756. Was the number larger in former years?—Sometimes; before some of the changes were made in the Queen's University many years ago, students were obliged to take out metaphysics or political economy. They had no choice between these two. At that time I had as many as twelve. But afterwards there was a much wider field of option thrown open to the students by the Queen's University and that system still prevails, consequently the numbers coming to this class in the third year are fewer.

3757. Has there been any material change from the Queen's University to the Royal University in the study of political economy?—No, I am not aware of any. The principal change that strikes me is this, that they have introduced the subject of jurisprudence into the arts course of the Royal University. It was originally in the arts course under the old Queen's University system and found not to be suitable for arts students, being properly a legal subject, consequently it was removed from the arts curriculum of the Queen's University and has been so for many years; but to my surprise, this year I found two students in the first year's law class who told me that they were coming for the sake of the jurisprudence in the Royal University. My course was unsuited to them, so that when my law class was over I had to go through jurisprudence again for the purpose of the arts examination. One of the students resided at a distance and was unable to attend; the other did and I went over two of the three books prescribed by the Royal University with him—Maine's "Ancient Law" and Maine's "Ancient History of Institutions." I should have gone over with him the other but he preferred I should go with him through political economy and he would read up the third jurisprudence book by himself.

3758. Do you recollect the number of students in political economy in the two years preceding the change?—I could not recollect, but I could readily ascertain.

[*The President.*—It is in my report.]

3759. It is merely with regard to the question whether there has been any effect produced respecting the number of students attending your classes.

3760. CHAIRMAN.—Have we the names of the books that you used in the law course. I cannot find them in the Calendar. I do not know whether they are or not?—In the College Calendar they are at page 71. I was about to state, with relation to students proceeding to the attorney profession, the course of study in Dublin is three sessions, or three years, but the students are only obliged to attend two of those years, the consequence is that being apprenticed down here they never do in fact attend more than two of those years in Dublin, but they are liable to be examined in the course which extends over the three years. Our two years' course is so arranged as to cover the whole space which three years of the Incorporated Society does. Our third year's law course is extra, and beyond that which the student proceeding to the attorney profession would be required to answer in.

3761. Turn to the Calendar of this year, page 23, appendix. May we take these papers there for the first year's class and second year's class as fair types of the papers that are set to students for the law scholarships?—I could not say, because these are all the papers set by the professor of English law.

3762. That is not your department?—No.

3763. Professor JACK.—You mentioned with regard to the scholarships that students after having weighed themselves against each other, very frequently did not present themselves at examination. Is there any system in this college, as in some other colleges, of recording honours against a man's name though he does not get a scholarship, that is to say, stating that he has attained a place qualifying for the scholarship if there had been one to give?—As to recording it I am not aware.

3764. I find in the return furnished by the President that there was one gentleman in 1883 disqualified by university standing?—Every student that competes for any examination, his name and the mark he gets is filed in the college, and it can be always traced if he desires to obtain the record, but I am not aware of any printed book containing the record.

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Cork.
June 10, 1884.
Richard Horner Mills, esq., M.A., LL.D.

3765. The system is sometimes adopted of recording on the notice board that such-and-such a student though unable to get a scholarship was nevertheless qualified for it by the number of marks?—Yes; on the notice board it would be put; that would be a temporary document.

Denis Keogh, esq., M.A., examined.

Denis Keogh, esq., M.A.

3766. Chairman.—Mr. Keogh, I believe you are head master of a school in the county of Cork?—No, I am a resident in the city. I am a tutor in the city; but I have been.

3767. You are a teacher in the city of Cork? Yes, and I have been a graduate of the College since 1861.

3768. Have you been a teacher in Cork since you graduated here?—Since 1860.

3769. Have you a school or do you take private pupils?—Generally private pupils. I am connected with an establishment conducted by Mr. Williams.

3770. Are you able to give us any information as to the standard of education that has been maintained in this College?—I think so.

3771. How have you acquired that information?—From preparing students for matriculation and classical and mathematical examinations, and otherwise.

3772. Have you from time to time prepared students for matriculation here?—Yes. Some of my students have got first scholarships.

3773. Take first the students you have prepared for matriculation. How many have you prepared for it, one year with another?—Latterly the number has decreased, and more prepare for the Royal University.

3774. Before the Royal University was established, and the Queen's University was disestablished?—I have prepared five men privately some years.

3775. Are you able to tell us what was the class of education those boys had when they came up for matriculation?—Oh yes, I think the standard was rather low, but it has now somewhat increased.

3776. To what period do you refer when you say it was rather low?—Some ten years back.

3777. Is that the time at which there was no Euclid and no simple equations?—Yes, there was no algebra, no simple equations I think.

3778. That is before the time the Visitors of the General Medical Council of whom we heard yesterday, recommended that the students for matriculation should be able to solve simple equations?—Yes, I dare say.

3779. You say it has improved since?—Yes.

3780. In what way has it improved?—Other subjects have been added, and the examiners have given more difficult questions.

3781. Do you think the class of papers more difficult than they used to be?—Yes, and the proficiency of the students is consequently greater.

3782. Do you think that that is owing to the increased stiffness of the papers, and not to the amount of knowledge acquired?—To the increased difficulty of the papers.

3783. Since this change in the subjects of the matriculation examination, what would you say was the standard of education amongst the young men whom you prepared to send up here?—Do you mean within the last three or four years?

3784. The change took place in the year 1875. Within the last four or five years we will say?—I think they were somewhat better prepared. Their scale of preparation was somewhat higher than usual.

3785. Do you prepare boys for other examinations besides matriculation at the Queen's College, Cork?—Yes, I have prepared for entrance in Trinity College, Maynooth, and All Hallows.

3786. Have you prepared any for the Intermediate examinations?—No.

3787. You draw the line there?—I have not prepared them.

3788. You have prepared them for the Royal University?—I have.

3789. Would you institute any comparison at all between the young men you are preparing for matriculation here, and the young men you send up for the Royal University?—I think the Royal University examination is much more difficult. We had at the last examination in the Royal University sent in seven men from Mr. Williams' establishment and all of them passed.

3790. Do I understand you to say that the young men you prepared for the Royal University were better prepared than the young men who came here for their matriculation examination?—I think so.

3791. You have prepared students for scholarships here?—Yes, several times.

3792. Have you been preparing them while they were reading in college?—As a rule I found that students on obtaining first scholarship, go on and prepare for the higher scholarships themselves. For the scholarships in arts the competition is at a ridiculously low ebb. I think some of these scholarships ought to be passed on to the medical faculty.

3793. When you say a ridiculously low ebb, do you refer to the small number of competitors for the scholarships, or to the standard of education?—I refer to the number of students competing.

3794. Have any of the young men whom you have prepared won scholarships?—Yes, several. You should bear in mind that I am preparing them for over twenty years.

3795. And you have been successful?—Yes.

3796. They obtained both senior and junior scholarships?—No one ever reads for the senior scholarships.

3797. Were they only entrance scholarships you prepared for?—I sometimes prepared for the second years' scholarships.

3798. The young men read for them with your assistance as well as the teaching they get here?—After obtaining the first year's scholarship they read the rest of the course by themselves. They are acquainted with the character of their examiners.

3799. Professor Jack.—That would be without your assistance?—Yes.

3800. Chairman.—Do I understand that you have not prepared students for the second year's scholarship?—I may have prepared one or two; certainly not more.

3801. Then your evidence as to the scholarships is principally, if not entirely, confined to the entrance scholarships?—Yes; to the first year's literary scholarships and to the first year's medical scholarships.

3802. Do your students, as a rule, turn out here when they come up for matriculation as you expect them. Do those you expect to get in get in, and are those rejected you expected would not get in; or was there any disappointment or surprise?—Oh! great disappointment, and if it would not be trespassing on the time of the Commission, I would give instances.

3803. Do not mention any names?—Certainly not. I had a student who was four times up for matriculation in Cork College. He was a medical student. Mathematics were all along his *bête noir*. He was rejected every time.

3804. Many a good man could make nothing of mathematics?—But you must be rejected in two subjects. The first time he was rejected in mathematics and English; he passed in French and Latin. In other examinations the result was not the same. At all events, the upshot of it was, that he passed three examinations in French, and he was rejected in French at the fourth, although he had not neglected the subject in the interim.

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3805. Did you ever send up a student that you thought would not matriculate, and still he pulled through?—Certainly.

3806. Has that often happened?—I suppose I have sent ten or twelve.

3807. That you did not expect to pass?—Certainly.

3808. And they did pass?—Yes.

3809. Was that before this change?—I think so.

3810. Dr. Molloy.—I do not understand what you meant when you said "you must be rejected in two subjects"?—There are four subjects. If we take matriculation in medicine there are four subjects—mathematics, English, Latin, and French. I understood always that if you could get three tens and five you were allowed in:—suppose you made twenty-five, having two tens, you were rejected; any mark under ten was bad, and for two such marks you were rejected.

3811. What is meant by ten?—Ten out of 100. I have question to bring before you regarding the fees.

3812. Professor Jack.—Was it only to the matriculation examination of students in medicine that you have referred?—It refers to matriculation in arts as well. I always understood that ten satisfied. A student of my own had three tens and a five and he was admitted a matriculated student in medicine.

3813. You say it applies to both faculties?—Yes.

3814. Chairman.—You wanted to say something?—The fees charged in this college are all very fair except the fee for matriculation. The College Council have on their books a rule in which it is stated that no certificate of matriculation will be given to any student who has not paid the fees for the current session. This was a subject which I brought some years ago before the Visitors of the College.

3815. You say that a student does not get a certificate of matriculation until he pays the whole class fees for the session. Do you wish to raise the question that that is a rule that presses unfairly on students?—Yes, certainly.

3816. Is this what you want to bring before the Commission, "that no student shall receive a certificate of matriculation until he has paid the whole class fees for the session and completes his lectures." What you want to call attention to is, that there may be a case of a student who simply wants to attend a medical school and get his lectures elsewhere, and that it is a hardship on him to be obliged to pay his class fees after he has matriculated although he does not want to attend. Is that what you want to bring before us?—Quite so.

3817. Have you any written statement?—No, I have only Lord Fitzgerald's decision.

3818. Let me see that?—I infer from his lordship's decision that I might bring the subject on again, and therefore I would ask the consideration of this Commission.

3819. I have conferred with the other Commissioners, and what we feel is this, that we can only collect the facts; we have no power whatever to pronounce any judgment as to whether this rule is a right rule or a wrong rule; that is a matter entirely for the officials of the college. The proper course to take if any student feels aggrieved is to apply elsewhere. The officials of the college seem to me to be the proper authorities. However we would be anxious to know what the facts are, but we do not take any suggestion as to what ought to be done. For instance if you tell me, as a matter of fact, what fees have to be paid under this head as a matter of class fees without having to attend a class?—In that the hardship lies.

3820. I would rather you would not use the word hardship; we want the facts?—To get a certificate of matriculation in Queen's College, Cork, a student would have to pay for it £8 10s. To get a certificate of matriculation in the College of Surgeons or some other licensing board, he would pay 10s. and may go and study where he liked. I consider it should be similar.

3821. We have nothing to do with that at all. We want to get what the facts are, and what you tell us is that a student matriculating with the intention of going to a medical school and getting his licence from the College of Surgeons or some other licensing board, has to pay something like £8 10s. for a certificate of matriculation here. That is what you want to bring before us. The authorities of the college will not allow a student to take the matriculation examination unless he has entered on the course prescribed for a degree or other university distinction?—Quite so.

3822. Accordingly they insist on his taking out a certain course and paying the fees for it?—Yes.

3823. Is there anything else you wish to state?—There is merely a remark, that I think some gentlemen who have given evidence here dealt rather severely with the character of the grammar schools. I think they are very efficient schools.

3824. You are a teacher in Mr. Williams's school?—Yes.

3825. You have been there a considerable time—since you graduated here?—No. I have only been there about three years.

3826. Have you had an opportunity of judging what was the character of the education given in that school?—Certainly.

3827. Does it deserve the character that has been given of the Munster schools here?—Certainly not. I think a school that sends up seven students to the Royal University for matriculation, all of whom pass the first time, should not be stigmatized by gentlemen as it has been.

3828. Can you give us any other facts which would throw light on the standard of education in your school. You sent up seven students for matriculation to the Royal University and they all passed?—Yes.

3829. Within the last three years what did you do?—I only just remember what we did recently, and as to the larger competition for scholarships, I do not know whether I can make any other suggestion.

3830. We are not here to take suggestions but to gather facts. We are to make suggestions and not the witnesses?—I think the fact of students being obliged to attend lectures here militates against some.

3831. We cannot take your opinions. You have given us evidence in the way of facts; that is what we want?—If one or two scholarships were given to pupils not attending lectures there might be keener competition.

3832. I dare say if the College were in a position to offer £100 a year to every student coming in here, you would have the place full. We cannot deal with possibilities, you know?—Yes.

3833. Professor *Malet*.—I have only been a short time on the Council. I would like to explain——

3834. Chairman.—We would rather take the explanation from the President.

3835. Professor *Malet*.—May I make one remark with regard to my system of marking; it ranges from ten to 100. That does not mean that a man passes on ten per cent. We say that if you wish to reject a man give him under ten; but I have frequently given a man under ten who answered over twenty per cent. This went to the public as that they passed on ten per cent. I have given a man seven who answered twenty-two per cent.

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Cork.
June 10, 1884.
Very Rev. J. Canon Coghlan.

Very Rev. J. J. Canon Coghlan, President of St. Fin Bar's College, Blackrock, Cork, examined.

3836. CHAIRMAN.—Canon Coghlan, you are the head of St. Fin Bar's College?—Yes, in Cork. I reside at Blackrock.

3837. How long have you been President of that school?—Since 1876.

3838. I suppose you take an active part in the education of the boys who are prepared in that school?—Up to within the last two years, though a President, I taught regularly as a master. During the last two years I have not taught, but I have directed the seminary.

3839. But you are able, of your own knowledge, to give us information as to the standard of education that is maintained amongst the boys in the school?—I am.

3840. Have students of yours from time to time come to this College and matriculated here?—Yes. Several students from St. Fin Bar's have come here, but I have not sent them nor prepared them.

3841. As a matter of fact, they were educated in St. Fin Bar's, and came on what education they had?—Yes, such education as they got.

3842. About how many students from St. Fin Bar's came in and were matriculated here?—I can scarcely give the number now, but I know a very considerable number.

3843. How many classes are in your school?—The school is graduated according to the Intermediate system. There are three grades—junior, middle, and senior; and then there is a lower grade than the junior—the preparatory.

3844. Then there are three classes?—There are three classes.

3845. Can you tell us from what class was it that the students who matriculated here came?—I can give you instances, without names, if you permit me to refer to my notes.

3846. Give us numbers without names?—I cannot give you the number precisely, but there is one gentleman who entered here from the junior grade, who passed the Intermediate examination in the junior grade, and took in that examination a second-class prize. He was with us from January to his entrance here of the same year. He certainly could not be said to be a university student.

3847. In what year was that?—I think it was in the year 1881; he matriculated here, and took a scholarship at his matriculation.

3848. That was in 1881?—Yes, from the junior grade direct.

3849. Can you trace the history of any other student who came from your college and matriculated here in the same way?—I have another student who matriculated here in 1883, and at the same time that he matriculated here, and was a matriculated student attending some classes, we found that he was a student in our junior grade at the seminary. When I found he was here a matriculated student I was obliged to direct his attention to the fact. I could not have a student under these circumstances.

3850. Can you trace the history of any other student?—There is another student. I think it is the same year he matriculated.

3851. When I say trace the history, I mean simply his passage from your school and the grade he was in to the College?—I am almost positive that in the same year another student who passed from the junior to the middle grade with us, and, finding he was unfitted for the studies of the middle, returned to the junior grade, and while in the junior grade for the second time he matriculated here. In 1880 another student, who was by his masters considered simply incapable of acquiring any knowledge at all, matriculated here.

3852. In what year was that?—In 1880. Another student in 1879 matriculated here. He began his Latin and Greek in February of that year. He took the "Latin Principia" into his hand for the first time in February, 1879, and he matriculated here in Latin and Greek in November of the same year. I have several instances of students whom I would not send forward for examination in any grade in the Intermediate examinations, because of their certain failure, and consequently discredit which they would bring on the school over which I preside, and they matriculated successfully here.

3853. I do not want the names of the students; but would you be able, if it were required, to furnish us with those names for the purposes of verification, if necessary?—For the purpose of verification, but not for the purpose of publication. At the same time I have always stood on the best terms with my boys.

3854. In the same way we got names at Belfast?—Certainly. I will supply the Commission at any time with the names if asked,

3855. Have you got many other instances?—I have a great many instances of the same character. May I be allowed to state my impression?

3856. You have a perfect right to state your conclusions drawn from facts within your knowledge?—If allowed to give my impression from those facts and from my experience since 1876.

3857. You have now had very large experience of the standard of education reached in your school, and you have also a knowledge of the educational attainments of the young men you sent up who passed the matriculation examination?—Yes.

3858. Judging from these two together, are you able to form an opinion of the standard of education here?—Taking the matriculation as an index to the education that is required here, I think I can. Of course, I have no knowledge myself of anything in connexion with the Queen's College. I was never inside the College until to-day.

3859. You cannot of course say anything as to the mode of examination?—No.

3860. Nor as to the manner in which those students answered?—No.

3861. You can only judge by what you found them to know and what they did when they came here?—Yes.

3862. And judging from that, what would you say is the standard of education?—Certainly it must be very low.

3863. You have had a good number of pupils in your school?—Yes.

3864. About how many, on an annual average?—When I was actually engaged in the teaching work, we had over 140; at one time, 180. It varies.

3865. How many now?—Something about 100 at present.

3866. You have been sending up your boys for the Intermediate?—Constantly, since 1879.

3867. To the three grades—junior, middle, and senior?—Yes.

3868. Have you been sending up any of your boys for the Royal University?—We had five, who matriculated at the first matriculation examination of the Royal University: and if I may be permitted to state in that year one of them took the first classical prize at his matriculation examination, first honours in Latin, second honours in English. Another took second classical prize, first class in Latin. Another took second honour in French. In the following January, at the second Royal University examination, the one who took the first classical prize won the classical scholarship. In the second arts university examination he took a £40 prize. I quote that as an instance of the boys we are able to turn out. I will not make a speech, but if I may be allowed to say in this connexion that I feel very much the observations—

3869. I would rather you would not say that?—

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Then of course I desist; I will not say anything you do not approve of.

3870. Did you send up any boys to the Royal University for the last matriculation?—No. There are two in preparation now. Our school is divided into two parts. We have ecclesiastics, and we do not send them to the Royal University. They are prepared directly from Maynooth. That being so, the others we reserve for the Intermediate examinations.

3871. Did you not send up for the last three matriculations a certain number of candidates?—I am tracing the career of those we sent up first.

3872. Give me the number of candidates you sent up for the last three years?—We sent no more candidates than the five I have named for Royal. I have a list of the honours obtained by the students of St. Fin Bar's in all the grades of the intermediate examinations.

3873. Had your students been successful in the different grades of the Intermediate examinations?—They have taken exhibitions and first-class prizes. In the junior grade the first year, one of our students took a very high junior exhibition. We got two junior exhibitions that year. The exhibitioner, who is very high, scored the highest marks in Greek in Ireland.

3874. Is there any other fact that you would bring under the notice of the Commissioners?—I am not permitted to refer to observations made, and therefore I shall not intrude. I suppose you understand why I am anxious to do it: but of course I do not, as it is not permitted.

3875. You wish to offer this as evidence, that so far as one school is concerned, it is a good school, and doing good work?—Certainly. I should also be anxious to say that I quite agree with the sentiment which appears to be universal amongst the college authorities here, that the students who come here are not well educated. I am quite prepared to admit that; but I say that their not being well educated must not imply that they are the select and good students of the schools of Munster. They are the contrary.

3876. We take your evidence speaking for yourself, and the very large experience you have got in St. Fin Bar's?—Yes; I am speaking for St. Fin Bar's.

3877. Rev. Dr. MOLLOY.—Comparing the boys who came up to Queen's College, Cork from your school, with the boys you sent up to the Intermediate examinations and Royal University, do you think the boys who came to Queen's College, Cork, fairly represent the standard of education in your seminary?—Certainly not, except in two or three instances. There were some very good, well educated boys who came here, but the large number were very much removed indeed from their standard.

3878. I have here the result of the examinations of the Intermediate Education Board, 1881. Look to page 24, the boys of the junior grade. Now the Intermediate Education Board examines boys in three grades, representing the teaching of the intermediate schools of Ireland?—Yes

3879. There is the junior grade, the middle grade, and the senior grade?—Yes.

3880. The junior grade represents the lowest standard of education recognized by the Intermediate Education Board?—Yes.

3881. You have sent up boys to the junior grade?—Yes.

3882. Do you think that the standard required for passing satisfactorily the examinations of that Board in the junior grade is as high as the standard required for passing the matriculation at Queen's College, Cork, in the same subjects?—Well I think it is much higher, if I am to judge by facts. I should like to say that I do not undertake to make an analysis of the programme. It is not my purpose nor my wish; but I can speak as to facts.

3883. You think a higher standard of education is necessary to pass the junior grade of the Intermediate examinations, than is required to pass matriculation examination at the Queen's College?—As a matter of fact it is.

3884. Look to No. 321, amongst the boys of the junior grade in 1881, page 24. Was that boy a student of your seminary?—He was.

3885. Did he go up to Queen's College, Cork?—Yes.

3886. I find that he passed the junior grade in the Intermediate examinations in 1881?—Yes.

3887. When did he go up to Queen's College, Cork?—In autumn or matriculating time of the same year.

3888. I find his name upon the list of entrance scholars of that year?—Yes.

3889. In 1881-82 he obtained a science scholarship from the Queen's College, Cork. As regards his general aggregate of merit as tested by the examination of the Intermediate Education Board, am I right in supposing from this list that he obtained 321st place amongst the junior boys?—Yes.

3890. And that is the lowest grade recognized by the Intermediate Education Board?—Yes.

3891. As regards his special merit in the subjects of his science scholarship, do you know what the requirements are for the science scholarship in this College?—No, I have no knowledge of the programme.

3892. With regard to his standing in your seminary, was he the best boy you had?—Oh, dear, no.

3893. Had you several other boys as good?—Much better.

3894. Were they better in the special subjects of this scholarship, and were they better also in general education?—When we speak of any one being better in general education, we take in every subject which belongs to that grade.

3895. You would not have picked him out as amongst your best boys?—Certainly not, we had two exhibitions in that year in that grade.

3896. Do you think a boy getting a good exhibition in the junior grade, would win a scholarship at Queen's College, Cork?—Certainly, for this reason:—We had two exhibitions that year in that grade, we had two who took first-class prizes, and he was after all these.

3897. Taking the volume for 1880, look to page 142 of the revised edition; this is the middle grade. Look to No. 319, where did he come from?—Queen's College, Cork.

3898. His name is given here as coming from Queen's College, Cork. Look at page 162 of the Queen's College, Cork, Calendar. You have there a list of the scholars who obtained entrance scholarships in October, 1879-80. Look to the third name on the list of science scholars about the middle of the page?—Yes.

3899. Is that the same name you see coming up from Queen's College, Cork, to the Intermediate examinations?—The same name as 319 in page 142.

3900. At the examinations of the Intermediate Education Board, in the middle grade, we have then a scholar of one year's standing in Cork. This will give us a standard by which we may judge of what the schools in Ireland and the schools of Munster can do. I have no doubt he was a distinguished scholar and an eminent and promising student. What place did he obtain in aggregate merit amongst the school boys?—319 was the order of merit.

3901. I find that his marks in the special subjects of his scholarship are in Euclid 295 out of 600, and in algebra 260 out of 600?—Yes.

3902. Look at the list and see if any one gets a higher mark in Euclid?—Three get higher marks.

3903. One gets 300 out of 600?—Then there is another who gets 315. He comes from the Christian Schools, Cork.

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Cork.
June 18, 1884.
Very Rev. J. Canon Coghlan

3904. The one after him gets 425; he is not from Munster?—No, Dundalk.

3905. Look to No. 245—he comes from the Christian Schools, Cork?—Yes.

3906. His marks in Euclid are 310?—Yes.

3907. As against 295 for the scholar of the Queen's College?—Yes.

3909. As against 260 for the scholar in Queen's College, Cork?—Yes.

3910. It would seem, therefore, they can teach Euclid and algebra outside the walls of the Queen's College?—Yes, indeed.

3911. Go back to No. 78, page 124, William J. Shea, Rockwell College, Cahir?—Yes.

3912. He got 78th place in aggregate merit?—Yes.

3913. Is Cahir in Munster?—Yes.

3914. What are his marks in Euclid?—410 as against 295.

3915. What are his marks in algebra?—440 as against 265.

3916. Look to No. 69 on the same page. Do you know him?—I do, well.

3917. Where does he come from?—St. Fin Bar's Seminary, Cork.

3918. What does he get in Euclid?—435 as against 295.

3919. And what in algebra?—320 as against 265.

3908. His marks in algebra are 270?—They are.

3920. Look to No. 51. He got 51st place in aggregate merit as judged by the standard of the Intermediate Education Board?—Yes.

3921. The scholar from the Queen's College got 319th?—Yes.

3922. Where does No. 51 come from?—John P. Murphy, St. Fin Bar's Seminary.

3923. In Euclid what did he get?—460 as against 295.

3924. And in algebra?—280 as against 265.

3925. Look to No. 28, Jeremiah Riordan, St. Fin Bar's Seminary, Cork. He got 28th place in aggregate merit. Taking the special subjects of the science scholarship what did he get in Euclid?—545 out of 600, as against 295.

3926. And in algebra what did he get?—290 as against 265, out of 600.

3927. All those names that you have gone over are the names of students who were examined at the same examination as that scholar of one year's standing from the Queen's College, Cork?—Yes.

3928. In the same grade and in the same subject matter?—Yes; under the Intermediate Education Board.

3929. All of them obtained higher places in aggregate merit, on the whole examination?—Yes.

3930. And also higher places in the special subjects of the scholarships?—Yes.

3931. Professor JACK.—Did the scholar get his scholarship after this examination, or before it?—The scholar does not come from St. Fin Bar's, and therefore I could not answer this question.

3932. Rev. Dr. MOLLOY.—He had held the scholarship for twelve months before coming up for examination. Under the heading 1879-80 in the Calendar of Queen's College, Cork, he is entered as third science scholar at entrance. That means October, 1879. This examination of the Intermediate Education Board was held in June, 1880?—Yes.

3933. Dr. STONEY.—I wish to understand in reference to the seminary of which you are president, what is the usual destination of the students?—There is a certain proportion of them that are destined for the Church. They live in the college under the care of priests, and the remainder go to whatever pursuits their parents generally determine for them, professional and otherwise. The college as far as it is a college is practically an ecclesiastical college, but there is attached to it a day school, and it is chiefly from the pupils of the day school that the intermediate classes are formed.

3934. Are there any candidates from the other class that go to the intermediate examination?—From the ecclesiastics?

3935. Yes?—Yes, up to a certain time. When preparing for immediate entrance into the higher ecclesiastical colleges they devote their time to that.

3936. Are you aware that there is an age limit for the three grades in the Intermediate?—Yes.

3937. And that that would often determine a candidate as to which examination he should go in for?—In this sense he must. He may present himself over age in a certain grade, but he will not get the honours, or if the honours were attached to his name, it will be said he is over age.

3938. But it frequently determines the grade in which a candidate presents himself?—Very often it does.

3939. In reference to the entrance examination into a college like this, are you aware that there is no such examination in the English universities, or generally in the Scotch universities?—I do not know.

3940. There is none. Where there is an entrance examination into a college do you think that the acquirements of a candidate should be taken into account only, or that the capacity that he shows when brought personally before his examiners should largely enter into their consideration?—If I may mention my own view on the point, I think that a student who proposes to enter a college, and, therefore, desires to be ranked as a university student, should certainly have something more than the knowledge of an intermediate school, and the lowest grade of that school.

3941. But the object of it is to ascertain whether the candidate can or cannot profit by the teaching?—I presume what he proposes when he enters the college is to pursue a course of education. If he wants to do that properly he ought to be educated in elementary subjects before he enters the college, and consequently there should be a sufficiently high standard for entrance.

3942. Of acquirement as distinct from capacity?—Yes.

3943. But both should be taken into consideration?—Certainly.

3944. And the test would be whether he did, as a matter of fact, subsequently profit by the teaching?—That may happen to be in an individual case, but I should not like to admit that as a principle.

3945. Professor JACK.—I gather from your evidence that your own observation and experience refers in the first instance to the standard of the matriculation examination here?—I did not say that I was familiar with the standard here itself, but I was able to pronounce upon it, knowing the books, and very often the want of education of those who passed the matriculation here. I never prepared the programme itself, I merely judge of the programme when the persons successfully passed.

3946. Therefore, your statement in reference to anything beyond that, would be founded upon such facts as Dr. Molloy has called your attention to with regard to the Intermediate examination?—Yes.

3947. Dr. STONEY.—The Intermediate examination aims only at ascertaining the acquirements, it does not aim at ascertaining anything beyond the mere acquirements?—The Intermediate examination, of course, being only an examination, looks for knowledge not its results.

3948. That is, it is concerned with only one of the two things that ought to be aimed at in the entrance examination of a teaching college?—I do not think as a rule that any student will pass the Intermediate examination and present simply abstract knowledge without also having the capacity.

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3949. Rev. Dr. Molloy.—Is it your opinion that the object of an examination at entrance into a College is to test what a boy knows, as well as to test what his capacities are?—I think so in order that he may be properly grounded in his studies for the future.

3950. Do you think that the boys who passed from your school the matriculation examination here had not a very great knowledge, but may have had fair capacity?—I know of several who had neither knowledge nor capacity.

3951. Are you acquainted yourself with the results attained by the schools of Ireland in connexion with the Intermediate Education Board?—Certainly.

3952. These lists have not appeared before you today for the first time?—No. I have studied them. I am a member of the Masters' Committee, which meets very often in Dublin. The chief of the schools and colleges in Ireland meet from time to time to discuss those matters, and in that sense I have more than an ordinary master's knowledge. I am able to compare the masters of all the Catholic Colleges in Ireland.

3953. When you speak of a student getting 321st place can you state that the 320 students before him are almost exclusively from Irish schools?—Exclusively.

3954. Do you know any other university college but this whose students go up to the examinations of the Intermediate Examination Board?—I am not aware myself.

Rev. W. Hutch, D.D., President of St. Colman's College, Fermoy, examined.

3955. Chairman.—You are the President of St. Colman's College, Fermoy?—Yes.

3956. How long have you been President?—I have been President for the last three years, and I was teaching there for seven years before that.

3957. Fermoy is in the county Cork?—Yes.

3958. Of course you have had opportunities of gauging the standard of teaching and education in St. Colman's College?—Yes.

3959. Has it ever happened that any of the students from St. Colman's College came up and matriculated here?—Frequently.

3960. About how many, on an average in the year, would pass from your College here?—One year with another I would say four or five.

3961. How many classes have you in your College?—We have three classes corresponding to the three grades of the Intermediate examination. We have a special class for matriculation in the Royal, and we have a preparatory class or two.

3962. What is the standard of education in your school?—We prepare boys for the three grades of Intermediate education, and within the last two years we have got ten exhibitions and eighteen prizes. We have sent up for the first three examinations of the Royal University forty-five students, of whom only five failed, and one got an exhibition.

3963. Have your students who came here been successful in obtaining scholarships?—Never. Some of them would not even be allowed to enter for the Intermediate because sure to fail.

3964. Were they your best boys who came up here?—Not at all; quite the reverse.

3965. I mean best in the educational sense?—It is in that sense I mean, because some of them were excellent boys otherwise.

3966. And have none of your promising boys ever left you and come here and matriculated?—Two, I think, who had been originally ecclesiastical students, but changed their vocation and turned to medicine, and some of those, I believe, got prizes here.

3967. But have many of your students failed to pass the matriculation examination?—I do not think I ever heard of one.

3968. Were the students who came up from your school and passed the matriculation here fairly well educated, in your opinion?—No, except the one or two I mentioned as exceptional cases.

3969. Could you tell me what class they held in the school as a rule coming up here for matriculation?—To explain that I should tell you we never prepared students directly for the Queen's College examination. We knew we had students who intended to enter, and they managed to prepare as best they could in this way: that the subject-matter required here for matriculation happened to be what was being read in St. Colman's for other purposes, and they joined in and knocked about from class to class. So that they were in a certain sense what you might call vagabonds.

3970. You use that term, of course, in the Pickwickian sense?—Yes.

3971. Of the students you sent up for the Royal five out of the forty-five failed?—Only five failed.

3972. Were the men you sent up for the Royal better men than the men who matriculated here?—In point of ability some were not.

3973. No, but in education?—Much better.

3974. You have been preparing men in the three grades for the Intermediate?—Yes.

3975. Has your College been successful?—We got ten exhibitions in the last two years, eighteen prizes, and two medals in special subjects.

3976. You know the standard reached in preparing for the junior grade?—Yes.

3977. Would you institute any comparison between the students who came up from St. Colman's and matriculated here with the boys who went up in the senior grade or middle grade or junior grade? To which grade would they correspond?—The junior grade.

3978. Would they represent a fair average of the attainments of the boys preparing in the junior grade in your College?—Some very few would—two or three—the others would not.

3979. Would they fall below it?—They would fall below it.

3980. How many students have you in your College?—The average for the last two or three years has been about one hundred and twelve. I selected a few typical cases to give you an idea of the general standard. I found that our students who attended here—without mentioning names—I can give you them by numbers—I can give you the names in private afterwards if you require it.

3981. Give us the same class of particulars as we have already received from the president of St. Fin Barr's College?—I shall call the first No. 1; he matriculated here in 1881. He had read—I think, six or seven months Latin before coming here, and had read absolutely no Greek, so that he did not know the Greek letters.

3982. Small Latin and less Greek?—The peculiarity about the Greek I wish to call attention to is this—he came to Cork and put himself six or seven weeks under the charge of a grinder to work up the Greek. I thought he would have no chance of passing in Greek.

3983. He matriculated in 1881?—Yes.

3984. And he was with a grinder six or seven weeks?—I wish to bring out this fact to show you what the standard of matriculation in Greek is. I thought he would not have passed in Greek, first, because of the shortness of the time, and secondly, because he was very idle. I met him after he matriculated and he told me he had succeeded in passing. "How did you pull through the Greek?" I asked. He replied, "I never regret anything as much as the loss

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Cork, June 10, 1884.

Rev. W. Hutch, D.D.

of time I spent learning Greek, half the knowledge I think would have done me." Another student whom I shall call No. 2, matriculated at the same time, and knew Latin pretty fairly, but he had barely spent a few weeks at the Greek grammar. He put himself under the care of the same grinder for the same period and he made exactly the same remark—that he lost too much of his time and that he knew far too much Greek. The third case I will call No. 3. He stood the junior grade examination in 1880, and failed to pass both in Greek and Latin, at a time when the standard of the pass both in Greek and Latin was only 20 per cent.—it is much higher now, but in 1880 the minimum was only 20 per cent.; he got only 271 in English out of 1,000; and 144 in algebra out of 500. He matriculated within twelve months at the Queen's College Cork, and passed both in Latin and Greek.

3985. Where was he between the time you have mentioned and the time he passed?—With us.

3986. I would rather you would tell us what was his educational status at the end of the year?—He did not stand in 1881 in the Intermediate, consequently I cannot give you the result.

3987. But from your own observation of him in the College, you will be able to tell us whether he had made any great or marked improvement?—He had not made any remarkable progress. I think the result would have been pretty much the same. I do not think he would have passed either in Greek or Latin, as he was ill for a good deal of the year and he was not over diligent.

3988. Have you any other cases?—Another case was that of one of the best boys we sent up, No. 4. He passed in the junior grade in 1881, and got only 579th place; he matriculated here in the same year. He was about the best boy we sent up to the Queen's College for a number of years, or rather I should say came, because we never send anybody.

3989. Was there any interval during which he was with you between passing the Intermediate examination and coming up here?—No, he came directly.

3990. Rev. Dr. MOLLOY.—You mean he passed the Intermediate examination in June, and came here in October?—Yes, that is what I mean.

3991. CHAIRMAN.—He may have been reading in the meantime?—He was; most of the boys do. Vacation is pretty long—two months since the Intermediate examination was introduced—that would only confirm the case I make. Then the last case is one something similar to that mentioned a while ago; it is that of a gentleman who matriculated in 1881 He was studying medicine. I do not know how he ever matriculated or would succeed in passing any examination, because he was looked upon as an utter imbecile.

3992. Are you able to tell us that from your own observation?—Three years' experience. He was looked upon as a hopeless case that would not be able to pass any examination.

3993. Did he come here direct from the college?—I think he was about six weeks with a grinder in Cork. He passed the examination. He is not in the Queen's College now; he left.

3994. Are those cases typical of the rest?—Those cases were selected at random.

3995. Are those presented to us as typical cases or presented to us as containing the entire result of cases of this kind?—They are typical cases that I recollected in about half an hour, when I put myself to think about it.

3996. Rev. Dr. MOLLOY.—You do not consider that the standard of education in your college can be fairly measured by the educational status of the boys who come to Queen's College, Cork?—I should be very sorry to have it thought so.

3997. You have had a large number of boys who obtained high places at the Intermediate Examinations?—Yes.

3998. I think you have prepared men for the Royal University?—Forty-five.

3999. Do you find a higher standard required for the Royal University than for the Queen's College, Cork?—Much.

4000. You stated the case of a student who had been only six months at Latin and Greek?—In the case of that student he had never learned any Greek—not even the alphabet.

4001. Would it be possible to prepare a student for the matriculation examination of the Royal University in Latin and Greek in six months?—I do not think it would be possible to prepare him both in Latin and Greek, even for the mere pass. If there were a small class of students, and special attention paid to him, he might manage to scrape through the pass in Latin in six months, but not in Greek. Mind, the case I am putting is that of an exceptionally smart student, with special facilities afforded to him for study, and very little attention paid to anything else but Latin. I think a capable boy, with a good master, and working hard for six or seven months, might pass in the Royal.

4002. Do you think from your knowledge of the condition of intermediate schools in Munster that the standard of matriculation in the Royal University is high or low or moderate?—I think that the matriculation pass of the Royal University might be slightly higher.

4003. Do you think that, from an educational point of view, it is desirable that students should be admitted into a College of higher studies badly prepared in every kind of school work?—I think it would be the very reverse.

4004. You think that they ought to remain for a longer period at school?—I do not see how you can raise a superstructure unless you have first a foundation.

4005. Dr. STONEY.—Is St. Colman's College an ecclesiastical seminary?—Not in the proper sense of the word.

4006. You prepare students for Maynooth?—We do, some, but the majority of our students are lay students.

4007. Your senior students are those whom you prepare for Maynooth?—Yes.

4008. And they pass from the junior grade up to the grade which is prepared for Maynooth?—All our students who go to Maynooth are bound to pass the matriculation examination of the Royal University by an episcopal law in our diocese.

4009. Dr. MARSTON.—I should like to know whether your utterly incapable man entered the medical profession?—No; he has not.

4010. I thought this waif and stray had not found a haven of rest there?—No; I think not, and he is not likely to ever enter it.

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4011. Chairman.—You are the Superior of the Christian Brothers' schools?—Yes.

4012. How long have you been connected with the establishment?—Thirty-two years.

4013. How long have you been Superior?—For the last six.

4014. You have taken an active part in the education of the boys of this school?—I am engaged daily in the general work of teaching and superintending.

4015. Ever since you became superior have you been engaged in school teaching?—From nine to three each day.

4016. You are able to tell us the standard of education reached by the boys in that school?—Judging by the Intermediate examinations, in which we take a very active part, I would say that the standard is very high.

4017. About how many boys have you annually?—One thousand boys in the principal establishment, and 700 in two branch establishments.

4018. In the main establishment, where the 1,000 boys are, do you take classics as part of the course?—We have a small class in that department—not a very large one.

4019. In the other establishments you speak of, do you teach classics there?—No. There may be a boy whose circumstances require that a knowledge of classics should be given, and if circumstances so require the brothers would teach them to him.

4020. But, under ordinary circumstances, you do not teach classics?—The classics have been taught in the principal school from almost its establishment, but the class is a small one, and only for boys whose circumstances require classics in their educational career.

4021. How many in the special class?—But twelve at present.

4022. Is that about the ordinary number or more?—The ordinary number.

4023. How many classes have you in the school?—Our schools are divided into two departments—first, the primary school; and secondly, the intermediate. This has been the case from the time our body was started in Ireland, owing to the circumstances of the country—we in fact never confined ourselves to the subjects of primary instruction. The upper portion of the school is intermediate.

4024. Do you prepare boys for the Intermediate education examinations?—We passed last year 108 boys.

4025. How many in the junior grade?—Ninety.

4026. How many in the middle?—Fourteen.

4027. How many in the senior?—Four.

4028. How many do you send up in the senior grade?—I think the number that passed was the number sent up.

4029. They all passed?—Yes.

4030. Have any boys educated in your school matriculated in the Queen's College, Cork?—Many have, but their classical education was not given in our schools. They would go from ours to other schools, and receive there whatever classical education they required.

4031. You cannot tell us any instance where a boy passed direct from your schools into the college here?—Not into this college, but the year before last a boy who passed the middle grade, and got a prize, went into our own examination-hall, which the Royal University borrows for the purpose of local examinations, and passed the matriculation examination in that hall after a month's preparation.

4032. Is that the only instance you have of one of your students matriculating for the Royal University?—That is the only instance.

4033. Your boys are not of that class that look for university education afterwards?—We never encouraged it, as far as the Queen's College is concerned, for various reasons. We cannot give encouragement to them to go on; if there was an institution that we could, with conscientious reason recommend we would——

4034. We cannot go into that. Do mathematics enter into your curriculum?—Yes.

4035. And arithmetic?—Yes, to the highest point.

4036. Do you go up to the higher branches of mathematics?—Yes; to six books of geometry, trigonometry, and algebra, to the highest point required in those subjects by the Intermediate programme.

4037. Are you able now to form any judgment as to the standard of education here, and if so, tell me how you are able to form it before you give me your opinion?—Having no connexion with the college directly, as the students do not pass directly from our schools to the college, I have not given the matter special consideration; but I may mention this, that in preparing boys in chemistry and philosophy, which I do myself for the junior, middle, and senior grades of the Intermediate, I used the examination papers given for scholarships in this college, as also those for the London University, and I find that the boys for the junior grade can answer nearly all the questions in these examinations that are within the scope of their grade, but that the boys for the middle and senior can answer entirely all the questions given for the scholarship examinations in this college, and also for the London University, as a preparation for their examination under the Intermediate Board.

4038. That is in the two subjects that you mentioned?—Yes; and I may mention also, that not more recently than two days ago in preparing——

4039. The majority of the Commissioners think that we cannot pursue this line of evidence?—I merely mention the matter to show what the preparation was.

4040. Rev. Dr. Molloy.—In looking over these lists I find that in all the grades of the Intermediate examinations the name of your school occurs very frequently?—Yes.

4041. And your boys attained very high positions at these examinations?—Yes.

4042. And got exhibitions, and also medals for special excellence in particular subjects?—Yes, we got two medals; at present we have four boys retaining exhibitions in the junior grade.

4043. About one particular case in the return for 1880, look at page 156, do you see No. 21 on the list; this is the senior grade, Intermediate examination, and the boy whose name occurs there comes from your school?—Yes.

4044. He obtained twenty-first place amongst all the boys in the senior grade?—Yes.

4045. The maximum in Euclid is 500 and your boy got?—My boy got 450.

4046. The maximum in algebra is 700 and your boy got?—650.

4047. The maximum in plane trigonometry is 600 and your boy got?—485.

4048. The maximum in natural philosophy is 600 and your boy got how many?—440.

4049. Now, look at the Calendar of Queen's College, Cork, page 163, the first senior scholarship in classical literature in 1880–81, was gained by Charles E. F. Boyle. Do you know him?—Yes, he was a student in our school and continued there until he had learned trigonometry.

4050. He came afterwards to this College?—Yes.

4051. But not direct?—Yes.

4052. You knew him personally?—Yes, from childhood.

4053. I believe he met with an unfortunate accident which resulted in his death?—Yes.

4054. He fell from a bicycle?—Yes.

4055. Look at 47, page 158 of the results of the Intermediate Examinations in 1880?—Yes, Charles E. F. Boyle, Munster Model Farm.

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Cork. June 18, 1884. J. D. Burke, esq.

4056. You see he got forty-seventh place at this examination at which your boy was also examined?—Yes.

4057. That was in what year?—1880.

4058. Your boy got twenty-first place?—Yes.

4059. Is that the same year in which Mr. Charles E. Boyle gained the senior scholarship in Queen's College, Cork?—Yes.

4060. And that is the same Mr. Charles E. Boyle who got forty-seventh place on the intermediate list?—I am sure of it.

4061. In English what marks did he get?—He got 323 out of 1,000, and my boy got 426 out of 1,000. I would wish to make a statement if you allow me for a moment, with regard to the status of the schools of Munster.

4062. CHAIRMAN.—I think we cannot take any general evidence as to the status of the schools of Munster, the only way we can arrive at that is this, by gentlemen like you and Dr. Hutch, who are good enough to come before us and speak of their own knowledge of individual schools, but we cannot take the statement of a gentleman connected with one school as to the state of the schools of Munster?—I only thought the experience of thirty years would give me an opportunity of bearing testimony to the general condition of the schools.

4063. The results of your own personal observation—that would be evidence of the condition of those schools; for instance, if you had boys coming to your schools who were educated or partly educated in other schools?—That is the evidence I can give. We have received boys into our schools within the last thirty years, from various schools in the city and the surrounding country, and with very few exceptions we find them very well trained.

4064. Rev. Dr. MOLLOY.—I want to make the identity of this student perfectly clear. The student who was with you and came to Queen's College, Cork, came from the Munster Model Farm?—Yes.

Edmund L. Hogan, esq

EDMUND L. HOGAN, esq., examined.

4065. CHAIRMAN.—You are connected with one of the schools of county Cork?—I have been for the last four years, from 1880 to 1883, head master of the Intermediate School in Skibbereen, in West Cork. I may be allowed to say that the examinations which we prepared for during that time ——

4066. I will ask you a few questions which will elicit what you have to say. How long have you been head master?—Four years.

4067. Where were you before that?—I have been in other Colleges, in the College of St John's, Waterford, and head master of the endowed schools at Kinsale and New Ross.

4068. You have had a good deal of experience in teaching?—Yes.

4069. Are you a graduate of any university?—I am not a graduate yet, but I am a first-class exhibitioner, and double first of the first-class in classics Royal University.

4070. Have you ceased your connexion with the Skibbereen school?—For the last twelve months.

4071. Did you prepare your pupils in that school for the Intermediate examinations?—Yes, certainly.

4072. Did you divide your school then into three classes?—Well, there were at least four or five classes. There would be the three Intermediate grades, with one preparatory class for Royal University matriculation, and I had a class for first university when I left, so that I would say there were at least five classes.

4073. What was the standard of knowledge possessed by the pupils in the school according to their ages?—I could only give that by the results.

4074. I think you can, of your own personal observation and knowledge of the pupils?—Judging by the standard of examinations, it was fully up to the mark.

4075. Some people think examinations may be a very good test of knowledge, but putting aside the success of the pupils at the examinations, what was your idea of the knowledge acquired while they were in your schools?—I have no doubt, as far as natural capacity goes, they were about a fair average. As far as diligence and attention went they were somewhat more; and as far as they had learned with me during the time goes, they were fairly above the average also.

76. Now you were going to mention the result with which you sent up your boys. Proceed, please?—In the Science and Art, South Kensington, examination, during the past four years we passed about seventy, including twenty prizes and one scholarship. In the Intermediate examination the number of passes was about forty in the various grades, and four prizes. For the Royal University nine matriculated, and for the Queen's College seven.

4077. Then you have sent boys who matriculated here?—Yes, and who have been exclusively prepared in my own school.

4078. What would you say was the amount of knowledge these boys had attained when they came here?—Is it the amount of knowledge required for the examination?

4079. No, the amount they possessed?—As compared with the others, they would not be boys who could pass any other examination. It would give them the open door to the professional studies.

4080. May I assume they were not your best?—Very far from it. There was only one out of the entire number who was fitted to present himself in the Intermediate; he is a medical scholar here.

4081. Do you mean the junior grade?—The middle grade.

4082. Rev. Dr. MOLLOY.—You have matriculated yourself in the Royal University?—I have.

4083. And passed the first university examination?—Yes.

4084. So you know the standard there?—I do practically.

4085. You have also prepared students for it?—I have.

4086. You are quite clear the standard for matriculation in the Royal University is higher than that for Queen's College, Cork?—There is no comparison.

4087. Can you give the Commission any idea how long it would take, at a fair school, to prepare a student in Latin and Greek for the matriculation examination at Queen's College, Cork?—I have one instance, which will illustrate it very well, that is the case of a boy of only moderate abilities; he began Latin, Greek, and algebra six or seven months, at the most, before the examination, and he succeeded; and the question put to him, according to himself, was, was he going in for an exhibition.

4088. Could you prepare a student in that time, with ordinary school work, for the Royal University matriculation examination?—The shortest term to prepare a boy, with school work, for the Royal, taking Latin and Greek, was two years.

4089. Is Skibbereen in Munster?—It is.

4090. From your knowledge of the schools in Munster, do you look on the matriculation of the Royal University as unduly high?—Certainly not; any fairly-taught school ought to be able to prepare boys for the matriculation and first university examination.

4091. What method do you adopt to work up students rapidly?—What I recommended for the Queen's College was Giles's Translations, and to learn a few inflections of nouns and verbs.

4092. Is that the system of teaching which you would yourself have adopted as suitable for a school in Skib-

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herein?—I should not consider it a system of teaching at all. It was not teaching; but it answered the object in view.

4093. Why then did you adopt such a system?—For a great many reasons; in the first place, those who go in for a profession, also wanted to pass an examination in arts; in the second, it was the quickest preparation.

4094. You do not consider it a good system of teaching from an educational point of view?—Certainly not.

4095. Dr. STONEY.—May a candidate not have been asked whether he was going in for an exhibition from many other motives than because he was supposed to be qualified to obtain one; there might be many other reasons for putting the question?—There might be. Of course, I could only judge from the student's own opinion.

4096. Which signifies nothing?—He considered it did at all events.

4097. Professor JACK.—Did your young friend actually go in for the exhibition?—No, he had too much sense.

Very Rev. GEORGE WEBSTER, D.D., Dean of Residences and Chancellor of Cork, examined.

4098.*CHAIRMAN.—You were good enough to give me yesterday the heads of some evidence which you proposed to give the Commissioners?—Yes.

4099. We very carefully considered the matter, both yesterday evening and this morning, and while the Commissioners fully appreciate the exertions you have made from time to time to secure religious instructions for the students of your Church, we feel that save so far as secular instruction is concerned, with which, I observe, one of your papers is conversant, the other matters are entirely outside the scope of our Commission?—But I would ask the Commissioners respectfully to consider whether it would be within the scope of the Commission to ask me a question in precisely the same words that the question was put to Professor Jack yesterday, when, according to my own recollection and the reports in the newspapers Professor Jack was asked if he knew of anything that would increase the usefulness of the College.

4100. Anything within the scope of the Commission we would be exceedingly anxious to have, but, on looking at the papers which, I understand, contain the matters you would suggest would increase the usefulness of the College, these are the matters on which you wish to give evidence?—Chiefly.

4101. We can only ask what would increase the usefulness of the College within the scope of the Commission, and we feel, because we have considered the subject with great anxiety and care, that these matters you wish to bring before us are outside the scope of this Commission?—Then it would be entirely outside the scope of the Commission to ask if anyone considered the College in its usefulness would be immensely increased by respecting the religious objections of all denominations.

4102. I must ask you to place yourself in our hands; we have considered this with very great care; we are tied within rather narrow limits; we find it difficult to keep witnesses within these limits, but we will do it as best we can. If you have any information to give the Commission as to the secular instruction given here, or as to the usefulness or extent of it, we will be happy to hear you, because you must have very large opportunities of seeing the young men passing from the College, and gauging their intellectual acquirements and attainments?—In the document before the Commission I have referred to the secular education given in the College, and I made that remark chiefly for the purpose of inducing persons of my own Church to pay the utmost possible respect to the secular instruction given in this College, and not to waste the funds of the Church to which I belong in attempting to procure a very inferior secular education in comparison with what they would receive here at no cost to the Church funds at all.

4103. All we feel we can do is this. The Commission feel, as I say, after giving the subject every consideration, that the matter is outside their scope. Of course the document you gave us will appear upon our Minutes, and the reason why we declined to receive the evidence. That is the utmost we can do?—In reference to what you have already said, as you have received so much information about the secular instruction I hope it will be within the scope of the Commission to receive a statement of mine from an experience of twenty-seven years that nothing can possibly exceed the superior secular instruction given in this College.

4104. That will appear on the evidence?—That is all

4105. Professor JACK.—You state that your experience has been of twenty-seven years?—Twenty-seven years.

4106. Your experience of the students of the College from personal intercourse?—Yes.

4107. Not in the way of examination?—From personal intercourse, and knowledge of their subsequent history in life.

4108. Does that apply particularly to the students of the Church of Ireland?—I should say so.

4109. Chiefly so?—Chiefly so.

4110. I want to understand exactly what is the strength of your evidence with regard to that?—From the circumstances I know these students better than the other students.

4111. And your judgment is founded on your personal experience in the first instance, and their success in afterlife in the second?—Quite so.

THOMAS FARRINGTON, esq., M.A., Q.U.I., examined.

4112. CHAIRMAN.—I believe you are a master of arts of the Queen's University?—Yes.

4113. When did you take your degree?—M.A. degree in 1877.

4114. Have you been engaged in teaching since you graduated?—Yes, to a small extent. I also taught before I graduated.

4115. Where have you had experience of teaching?—Principally private tuitions.

4116. In the city of Cork?—In the city of Cork.

4117. Have you had a fair experience of private tuition within the last few years?—Before the last few years I had; since then I have also had some experience of teaching classes in chemistry.

4118. Do you prepare pupils for any particular course, or is it according to the requirements of the pupil that comes to you?—For the requirements of each that comes to me.

4119. You have no open class for any particular purpose, such as the Civil Service?—I have a class for the Science and Art Department South Kensington.

4120. Have you prepared students for matriculation in this College?—Yes.

4121. When was the earliest time you prepared any student?—I am not sure of the date, but I think in 1877

4122. How many did you send up?—Only one then.

4123. Did he pass?—Yes.

4124. You prepared other students from time to time since?—Yes; I only prepared three altogether.

4125. And did those three pass?—Two of them passed.

4126. The third did not?—The third did not.

4127. Are you able to tell the Commissioners what

* See Appendix III. B.—No. 23.

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Cork.
June 10, 1864.
Thomas Farrington, esq., M.A., Q.U.I.

was the state of the education of the young men who did pass?—I think they were fairly competent to pass and go on with their studies in the university.

4128. And fairly fitted to commence university studies?—Yes.

4129. And the third young man?—I may state the facts with regard to him. He went up for the College matriculation here in October, and again in November, at the supplemental examination, and failed both times. He went up to Trinity College, Dublin, in January, and passed immediately, and he got his B.A. since.

4130. Have you any opportunities, besides sending pupils into the College, of judging from students who were in the College or left the College, of the standard required here?—Yes; I can give another instance. There was a student who had been here in the College at the time I had been studying myself. It was traditional he had failed several times for different examinations, as he came up for them; first for the matriculation; secondly, for the first year's sessional: he tried three times for that, but ultimately succeeded in going through. He went for a second year's sessional. He did not succeed in passing that either. He tried twice for that. As a last resource he went to Trinity College, Dublin, and got his B.A. degree in the regular course, without any difficulty. He told me the reason of it.

4131. We cannot go into what he said. We have the fact he was rather an unsuccessful student here, and he succeeded there without any difficulty?—Yes.

4132. Have you any other means of knowing what was the standard of education maintained here?—Not except in that way, and by passing through the course myself.

4133. You can tell us from what you observed here yourself in passing through the College, and gauge the relative merits of the men who were in the same year with you—the men who got scholarships, and so on?—I believe the standard of education to be very high, of course I distinguish between the standard of education and the standard of examination, for instance in chemistry, you may have from the most elementary facts of chemistry to the deepest scientific researches. I have been myself, and I know others too, who have been engaged in original chemical research in the laboratory in the College and there is perfect facility in this line to go on with it. Consequently, I believe the standard of education is certainly high.

4134. Do you apply that to the arts course or to the chemistry or scientific side?—I apply it to the arts course, because although I turned to science latterly, I entered on the literary side. I was a literary scholar for three years.

4135. Did you gain an entrance scholarship?—I gained an entrance scholarship. I got second year's scholarship. I did not get a senior scholarship, but I got two senior exhibitions.

4136. Had you severe competition or were they afraid of you?—For the first year's literary scholarship, there were seven competitors, one of these I understood was a scholar in the Catholic University.

4137. This was about 1872 or 1873?—1873. Of those seven competitors of course only five obtained scholarships.

4138. Without going into details, was there severe competition for the scholarship on that occasion, do you recollect?—You mean was the examination here severe.

4139. First was the examination severe?—It was fairly.

4140. And there was *bona fide* competition by seven?—By seven for five places.

4141. Do you recollect how many competitors were there for the second year's scholarship?—For the second year's scholarship there were only five competitors for the five places, as well as I remember, but I could not be absolutely certain, and the whole five obtained them. One of those who was unsuccessful at first obtained a scholarship on that occasion. Others had fallen away from the College. I might further remark with regard to the third years scholarship. I do not know if it has been made clear. The third year's scholarship is held as part of the second year's scholarship with certain conditions. On this occasion the first place in the literary scholarship was taken by one student and as he failed to pass the sessional examination he dropped out. Consequently he would not appear in the third year's list, and there was no opportunity for filling his place. In that way a good many vacancies in the third year's scholarships are accounted for.

4142. One of the conditions of holding the second year's scholarship is, that he passes the sessional examination in the second year?—Yes.

4143. If he fails to pass he drops out?—Yes.

4144. And is there no provision for competing for the rest of the scholarship in the two years?—No.

4145. And that accounts for the gaps we find in the third year's scholarships?—Yes. I may mention in the sessional examination he had Latin, Greek, logic, and natural philosophy. He got first in Latin, first in Greek, and first in logic, in natural philosophy he failed to pass, so that the conditions of holding the scholarship are as you may see exceedingly severe; so that after getting first place in three subjects that he was not able to retain his scholarship.

4146. Is there anything else you wish to bring before the Commission?—I do not know that there is, unless with regard to schools. There was something said with reference to the training in experimental physics in schools in Munster; I cannot speak for all the schools, but in what I had experience of, as a rule, there is none.

4147. Has your experience been large?—I know of course that there is very good training, for instance, in the North Monastery school, which Mr. Burke is over. I have had an opportunity of knowing that the training there is very good, because I have students from that school in my class for the South Kensington examination; but in the ordinary schools there is no training in experimental physics. I had a class for the Intermediate examination myself a few years ago. I only sent them up for one examination, that was the first in that school. There was no provision made for such teaching, and as I refused to lecture without some sort of apparatus or chemicals, I had to provide them for myself.

4148. You wish to say that in some schools in Munster there is no teaching in natural philosophy or experimental physics?—That is when I had experience of them. At present there may be some teaching, but it is not practical or experimental.

4149. That is as far as you know?—Yes.

4150. Dr. STONEY.—I would like to know whether you felt that you derived much benefit from the education you received from the College?—I derived all the benefit that I got from education from what I received here.

4151. And you highly value it?—Very highly.

4152. Did you observe the same with other students?—Yes a great many.

4153. In reference to the scholarships, you must have been acquainted with all the men in your class, and probably in some other classes, did the scholarships materially promote education?—Yes, I believe they did. For a year before I came up to the College I was studying for the scholarship in a special class in the school.

4154. Did they also afford aid to further education?—Yes. I would not have come to the college but for the scholarship, that is for the aid which it would give me in carrying on my education.

4155. Professor JACK.—You spoke of the competition of the seven candidates for the first year's literary scholarship. Do you remember the five who got that scholarship?—Yes.

4156. As far as you know of them, as a fellow student, did you think they were quite entitled to get such scholarships or not?—I believe they were all entitled.

4157. Are you a native of Cork?—Yes.

4158. Rev. Dr. MOLLOY.—You stated that if a second year's scholar failed to pass the sessional examination

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Thomas Farrington, esq., M.A., Q.U.I.

at end of the second year, he would forfeit his scholarship, and could not hold it during the third year?—Yes.

4159. You added that this accounts for a good many vacancies in the scholarships of the third year?—It accounts for some cases, I could not say how many.

4160. Does it happen very often that a student does not fulfil that condition?—It does sometimes. I wish to remark, with regard to the competition for scholarships, the reason why it is sometimes not so severe as you would expect.

4161. We have received a great deal of evidence on that subject, that the students measure each other so well beforehand?—Yes.

4162. We have that off by heart by this time?—Yes. With regard to obtaining the scholarships I know another case which occurred at the same time. In a case where there were five scholarships to be awarded the sixth student, who was not awarded the scholarship, obtained first place in Greek. The marks he obtained were seventy five per cent. He only obtained sixth place in the aggregate, and consequently did not get the scholarship.

4163. Professor JACK.—The marks are known by the candidate?—They are sometimes. The candidate is often told his marks, but not the marks of others, and of course he may easily tell them to anyone he wishes.

4164. CHAIRMAN.—If they are good he will, and if not he won't?—I suppose so.

4165. Rev. Dr. MOLLOY.—In those cases where there were five scholarships and two competitors the necessity did not arise for the candidates measuring themselves?—No, of course not.

4166. And generally, where the number of scholarships and the number of competitors is the same, or where the number of scholarships exceeds the number of competitors, that explanation of yours does not apply?—Yes; but in the year I mention there were seven for the five. Next year there were only two, and only one of these was thought worthy of a scholarship. In the second year, after being a year in the College, he was so far improved that he was able to get a second year's scholarship. Here is a list sent to me of students who obtained first place at the Army Medical examinations.

4167. CHAIRMAN.—Dr. Sullivan has been good enough to say he will give us a return which will be official. That one would not be official?—I may mention that in sixteen years the first place was taken by candidates from Cork eight times.

Professor MARCUS M. HARTOG, D.SC., M.A., F.L.S., Professor of Natural History, examined.

Marcus M. Hartog, esq., D.SC., M.A., F.L.S.

4168. Professor JACK.—Dr. Hartog, you are Doctor in Science of the University of London?—Yes.

4169. And M.A. of Cambridge?—Yes.

4170. Were you educated at Cambridge?—Yes, and at University College, London.

4171. You are Professor of Natural History here?—I am Professor of Natural History, including Zoology, Botany, Geology, and Mineralogy.

4172. It is a good deal for one man?—Too much.

4173. You were an exhibitioner in the University of London?—I gained first an entrance exhibition in the arts faculty, and then in the medical of University College, London, both in arts subjects; I took the exhibition in botany at the University of London; I was a scholar in Natural Science at Trinity College, Cambridge.

4174. Your experience as a student was altogether how much?—Six years, of which three were at University College, London, and three at Trinity College, Cambridge.

4175. How long have you been a teacher?—After taking my degree I was six months at St. Paul's College, Stoney Stratford. I was two and a half years in the Government service in Ceylon; I was nearly five years in Owens College, Manchester; and I have been two sessions here—about seven and a half years altogether as a teacher.

4176. With regard to your own department, is it entirely medical, or medical and arts as well?—There are two series of lectures given. Zoology and botany are taken up by the majority of medical students, and are also taken up by some of the arts students. Geology and mineralogy lectures are taken up chiefly by engineers in the second year. One or two arts and science students take up these subjects also.

4177. What number of students have you in the various classes?—In the zoology and botony class there were this session about thirty-two men, of whom five took botany only. In the geology and mineralogy class there were six students (five engineering and one other).

4178. Was the zoology and botany class you speak of divided into separate classes?—As regards zoology and botany, practically, yes. I take the zoology first and the botany afterwards; but it is a single academic course.

4179. They apply to one particular year of the course?—Yes.

4180. So there is not a class of zoology and an advanced class of zoology for next year, and so on?—Unfortunately there are not enough teachers to be able to do that.

4181. Have you experience of the number of students in previous years?—Last year I had forty-four students in the natural history part (in zoology and botany), and twelve students in the geology class.

4182. That represents a considerable drop this year?—Yes. The drop was far more serious the year before. I do not know what the numbers were, but I know the fees were over double, and this year they are seven-tenths of what they were last year.

4183. We may take it the proportion of fees corresponds roughly to the proportion of numbers?—Yes.

4184. Was that the year before the change was completed?—I believe it was the year in which the change was completed.

4185. Then it came down to fifty-six and now it comes down to thirty-eight?—Forty-four and thirty-two in natural history. You cannot say there was much of a drop in the engineering because, as Professor Jack has already stated, the engineering students vary very much from year to year.

4186. That leads me to ask whether you have any opinion as to the influence of the Royal University programme on the teaching of your own subjects?—As regards the bearing of the Royal University curriculum on my subjects?

4187. Has the Royal University made any change in the programme, so far as it regards your subjects, from what was the programme of the Queen's University?—I believe the programme is practically the same as in the Queen's University.

4188. So that no change made by the Royal University has any bearing on the teaching of your subject?—Except in the number entering the College, and probably other members of the staff would be able to testify on that point better than myself. The subject is not compulsory to candidates for the qualification of a good many of the licensing boards; and if owing to the regulations of the Royal University a larger number seek the qualification of the licensing board, rather than a university degree, the effect would at once tell on my subject.

4189. I suppose, to a large extent, your classes would be affected, with regard to numbers, by any change which depressed the number of medical students?—Yes.

4190. For instance, the introduction of the First University Examination in Arts, necessary for medical training, has depressed the number of medical students. What is your opinion as to the propriety of the introduction of that First University Examination?—I cannot answer this very shortly. There is a marked

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CORK.
June 10, 1884.

Marcus M. Hartog, esq., D.Sc., M.A., F.L.S.

distinction between a mere qualification for a medical man and a university degree. For the mere qualification one does not require or expect so good a general education as for a university degree carrying academic as well as professional value, and I think it is definitely desirable that graduates in medicine should have at the beginning of their career a good arts certificate or the certificate of a good arts training; but the position of the examination in their career is another matter. The examination should come before they begin their medical subjects. So far as I can see there is absolutely no object gained by putting in a comparatively feeble examination, like a matriculation, at the beginning of the year and a first university in arts at the end of the year if you can get the students to pass the two examinations at once; and in my own University, the University of London, the matriculation comes very near the standard of the first examination in arts.

4191. Do they complete it in one year or two years?—They are obliged by the Royal University to have a year's interval.

4192. Yes, but they may take three years between?—I do not know whether they do that. I have no means of judging.

4193. You do not know, as a matter of fact, what interval they do take?—No. I know one thing is very deleterious, and that is, that in the Royal University they are allowed to take the First University Examination in Medicine at the same time as the First University in Arts. The First University Examination in Medicine is practically a scientific examination with the addition of French. To take that at the same time as the arts examination and, very possibly, to dissect and attend hospital, is more than any human being can do with profit to himself or the school in which he is working.

4194. A student who wished to complete his whole course of study in four years at the Royal University would be compelled to take that course?—I should say he would turn out an inferior medical man, inferior to the man who simply contented himself and quietly worked for the qualification of a licensing body.

4195. You think if he took that course it would be damaging to him as a medical man?—Distinctly.

4196. If he took that course in order to get through in four years it would damage him, as a medical man, to pass these two examinations at the same time?—Distinctly. The University of London requires a Preliminary Scientific Examination, corresponding to the First University Examination, before any medical studies are recognised. That is a change that comes into operation next year, I believe.

4197. With regard to your subjects, what is the benefit of a matriculation examination. Does it depend at all on your subject?—No.

4198. Is it desirable, from a university point of view, to put a barrier at entrance to your subject?—The best men at Owens College were always those who had been on the classical side in schools where there was both classical and modern side.

4199. Would you be able to compare the standard of education in your own subject in Owens College, and in University College, London, and in this College. Of course we could only take that as a general expression of your opinion, but you have had experience of those three places?—The training here suffers from the fact that the examinations are of antiquated calibre. The examinations in the Royal University are directed to a large extent to matters of memory. I believe that has a distinctly bad influence on the teaching. The men neglect to acquaint themselves thoroughly with animals and plants, in order to get off a knowledge of definitions and groups, a knowledge purely theoretical, and which, if turned upside down, or if the definitions referred to merely hypothetical organisms, would do them as much good.

4200. Would you state what your opinion is as to the value of the test, if such test were applied to this College, of the number of men who graduated in your subject in the Royal University?—I cannot tell about the number of men who graduated. The value of the test is that the examination bears no relation to modern teaching. We are disappointed or surprised to find a large number of men whose work, I judged of in my sessional examination, had not been plucked in my subject in the Royal University.

4201. They had not been plucked, and you then had a definite notion with regard to their position?—Very definite.

4202. Perhaps you could answer a question with regard to the comparison, as far as you might like to make one between teaching botany, zoology, and geology in the university here, and in Owens College?—The teaching here is as good as we can make it, but it suffers from the curriculum of the Royal University. The medical students have a choice of taking Vertebrata or Invertebrata, the result is, if they take Vertebrata for instance, and I am lecturing on an animal that happens to be a vertebrate, they pay no attention to the generalities in connexion with it, and *vice versa*, so that they get the worst training in this way. By the regulations they are obliged to take a full course of both groups, so that the examination contradicts the course given. Another point is that while in the English Universities one part the examination in natural history is made essentially practical, the so-called practical examination in the Royal, which is the same course as the Queen's, is of the easiest and most perfunctory character.

4203. For the practical examination it is necessary students should present themselves in Dublin?—Yes.

4204. It would not be practically possible for the Royal University examining students in all parts of the country to examine them except in Dublin?—It would be absolutely necessary to examine them there.

4205. Are you an examiner for the science scholarships?—I examine for the second year scholarship in medicine, and for the third year in engineering, and I also examine for the senior scholarship in natural history.

4206. Is your evidence the same as your colleagues with regard to the standard of marks?—My method is rather peculiar. I set tolerably stiff papers, and I mark so as to give from two to three hundred, so that a man can get his full hundred marks by giving complete answers to some questions. Then my standard is tolerably high, but practically I find that my marks tally fairly with those who mark on a different system.

4207. When your marks are two or three hundred on a paper, it is not that you expect a man to answer completely?—No man could do it within the time.

4208. You give a paper which would contain two or three papers?—To allow a man to select his own portion and show what he can do.

4209. Your mark of 100 would be a maximum mark?—The maximum number of what a man can do physically in three hours.

4210. You have examined for the senior scholarship?—Yes, for two years.

4211. Have you had students assigned as senior scholars in your subject?—I have had one last year. He gave me some help. I was unable to draw on his time, as otherwise I would. The senior scholarship, owing to the lateness of my appointment here, was awarded late in the year, and when he had made arrangements for the medical year, it would be unfair to disarrange his plans. Therefore he was not of as much assistance as he might have been otherwise.

4212. Do your three subjects require teaching assistance?—Decidedly. At most places there are at least three times the number of men. I am here with the museum porter who has to do everything for me. At Owens College there are three professors and a lecturer, two qualified demonstrators, and three laboratory assistants to do the work.

4213. They do not use museum porters?—The museum porters articulate.

4214. There is, I presume, no fund from which assistants can be paid in your subjects?—I fear not.

4215. I suppose your experience has not been large with regard to senior scholarships, but with regard to a man who obtains a money prize of £40 for one year, would you expect him to be available to a great

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Marcus M Hartog, esq., D.SC., M.A., F.L.S

extent as a teaching assistant?—I do not think he would be available for a teaching assistant, unless he went through a fuller curriculum. At Owens College we found, unless a man had been two years in the full practical course he could give but little assistance.

4216. Are the fees in your subject adequate, or do you want to make any observations about fees?—There is just one point I may mention, and that is I have found it impossible to cover the course within the number of lectures assigned in the Calendar. The number of lectures is about eighty-one in the term, giving three lectures a week. I have applied to the Council to sanction my giving an increased number. Thus, I have given 102 lectures in the regular course, and ten other voluntary lectures. Similar courses occupying about half the time have the same fee. I applied in vain to the Council to get Botany and Zoology recognised as distinct subjects; they replied so long as the Royal University united them together, they were bound under the spirit of the statutes to make them an academic course.

4217. Is there any other point?—In reference to the state in which the students come to us there has been a good deal said which turns on relative things. As regards the men who come to me I find that while, doubtless, very fairly well trained in some respects, in others they are very badly educated. They cannot pick out the pith of a question. They have a great objection to understanding, and prefer learning off by heart. It is the faults I am indicating not the merits. There is a strong taste for "cram" and "by heart" work, and I believe that is largely fostered by the early age at which children are sent up for examination, and the numerous examinations they go in for. The experience of schoolmasters in England is that the effect of the Oxford and Cambridge Local examinations, &c., while raising the worst schools, has distinctly cramped and crippled the better ones. It is only natural we should find the same.

4218. Your observations apply equally to Ireland?—The effect must be stronger in Ireland because of the greater number sent up to the Intermediate examinations, and also that the Intermediate is a single examination, whereas there is a choice of a large number of varying types in England.

4219. Dr. MARSTON.—You have already answered a great many questions I would like to have put, however there are a few still. How long have you been professor here?—Two sessions.

4220. What number of students are there attending your classes?—Thirty-two in zoology.

4221. How many in the medical faculty?—The majority of them, perhaps two or three are not.

4222. Have you all the materials necessary for your purpose, both for zoology and botany?—We have quite sufficient. It might be better, but we have certainly sufficient for the course. We have a bare sufficiency under the present limitations of teaching power and assistance.

4223. Are the students on first coming here sufficiently advanced to benefit by your teaching, or do they soon become so?—Yes; but, perhaps, on this point I may call attention to the difference of matriculation at a college and an examining university as a test of general knowledge. Matriculation at an examining university is a test of the general amount of knowledge that the candidate is required to have before he is allowed to specialize. The standard varies very much. Even then I should demur decidedly to the test of the time in which a candidate can get up a subject of examination being taken. I know one man who got up Greek for the London University Matriculation, which has a well deserved reputation for severity, in three months, and was placed in the first class, that is to say in the middle of the three classes. A teaching college has not as its function to keep out people who are unfitted to benefit by it for no examination can test this. If a man is not good enough at his school to be qualified for university education at sixteen he is not likely to get more by being kept longer there.

4224. Professor JACK.—At University College they had an entrance examination and abandoned it?—I believe there used to be one, but for the last twenty-five years at least it has only been for junior students under sixteen.

4225. Dr. MARSTON.—I understood you to say that a man's powers of observation are often insufficiently trained by education or tested by examination—in reality the training is more for the examination?—Exactly.

4226. In your examination what you would try to do would be to elicit the quality of a man's knowledge, rather than the quantity?—Exactly.

4227. And you would present him with a large number of hard nuts, only expecting him to crack one or two?—Yes. At the same time giving him an opportunity of doing a little to all of them.

4228. Have you in your work sufficient skilled aid?—I have not sufficient skilled aid.

4229. What do you want?—At least in the first place one qualified demonstrator, and in the next one boy whom I could train in laboratory methods.

4230. You have spoken of the Royal University course and the medical curriculum. Do you regard the medical curriculum as being overloaded?—For the university degree it is overloaded, if a man attempts to obtain it in four years. I have seen so many instances of men who overcrowded the first year trying to take up Preliminary Scientific work and anatomy at the same time, to save a year afterwards; they have had simply to drop it and take an extra year of their First M.B. Of course I mean with reference to Owens men working for the University of London.

4231. If it be so very necessary in the branches of knowledge you teach, that a man's powers of observation should be trained and exercised, you consider it still more or quite as necessary in a profession like my own that he should have a large amount of hospital practice and ample opportunity for attending it?—Distinctly.

4232. Do you think the theoretical knowledge he has to acquire encroaches too much upon his occupation in hospital work?—I think so distinctly if he takes a university course of four years. The university degree ought not to be done under five years.

4233. First of all every medical student should have a good preliminary examination as the ground work?—Exactly.

4234. And you would like the examinations in science to be, as far as possible, very practical?—Very practical.

4235. That wherever anything could be brought to the test of being seen with his eyes and handled with his hands it should be done?—Yes.

4236. Can you tell us what is the scale of fees here in the medical curriculum as compared with elsewhere?—I believe it is three-fifths of the lowest English.

4237. Then it is very low?—Very low.

4238. You consider that the education is very good at the price?—Very good indeed at the price.

4239. Dr. STONEY.—Am I right in understanding that your view is that examinations should be subordinated to the education instead of the education being subordinated to the examinations?—Distinctly. That is in fact the tendency in which opinion has been moving more and more in England. Owens College used to depend on the London University test, just as we depend on the Royal. They have now got a joint teaching university with Owens, besides some future colleges to be admitted. It is just the converse of what has been done here, substituting an examining board like the Royal University for the teaching university—the Queen's.

4240. That you conceive to be a great advance?—Yes, in England.

4241. There is risk that the line of examination may run entirely outside the subjects which it is most judicious to teach?—There is always the chance of that. I do not think it can be gathered from what I said. I was simply suggesting as regards the medical curriculum that the preliminary work should be all done beforehand.

4242. Do you regard work for an examination

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CORK. June 10, 1884.

Marcus M. Hartog, esq., D.SC., M.A., F.L.S.

as mainly memory work, to be acquired from books, whereas the teaching should be in a different direction?—Yes.

4243. You consider then that the programme for the examination should be framed by experienced teachers?—Decidedly.

4244. And the persons who are not experienced teachers are incompetent to frame programmes?—Decidedly; that has been the mischief of the London University system, that the teachers are in the hands of the Senate, which is not a teaching body nor one having teachers as such on it.

4245. You consider that a defect?—Distinctly.

4246. There have been important resolutions, I believe, adopted by the Convocation of the London University in favour of making it a teaching university as far as possible?—Repeatedly resolutions have been proposed and carried.

4247. Then the defect is fully understood?—Fully understood. Modifications have been made in the curriculum in zoology and botany directly under the volunteered recommendation of the examiners.

4248. You have had experience in several universities of different kinds. I would like to know whether it is your view. There are three kinds of universities—teaching universities, which receive candidates who have already obtained a wide general culture, and allowed them to specialize, such as Cambridge and Oxford; universities that receive candidates with a much narrower preliminary preparation, and who are obliged not to allow their students to specialize until they have advanced a good way through the curriculum; and, thirdly, the examining boards. A fair comparison could not be made between the three?—Almost impossible; a fair comparison might be made between the Royal and the London.

4249.*These are both of one class?—Yes. With regard to the test of numbers who graduated in the university, I have been looking up the calendars, and prepared a table, which I will send to the Commission, and I have found that the proportion of students who pass annually the examinations of the University of London from matriculation to the Bachelor Degree in all faculties, from the University College, London, for the last few years, has been about twelve per cent.—that is to say, one-eighth; at Owens College one-seventh while the percentage at our College who passed is about thirty-three.

4250. That is who passed for the Royal University?—Yes. About one-third of our students have passed the Royal University examinations; only one-seventh of Owens College has passed, and one-eighth of University College, London.

4251. Rev. Dr. MOLLOY.—Is it one-eighth of those who go up, or one-eighth of the body?—One-eighth of the whole body. The per-centage has rather risen since the Victoria University has been at work, but I have not the returns completed this year.

4252. Dr. STONEY.—You said of the method of marking you adopt, you fix what you consider it would be possible for a good candidate to do within the time, and arrange the other marks in reference to that standard?—Yes.

4253. When the numbers are allotted they are, of course, of importance in assisting you to determine the order of merit?—It is extremely difficult to set any absolute value to them when I look through the papers; I look a second time, and I find I am obliged to mark the papers first read higher than at the beginning.

4254. You think the real educational value of the marks should be ascertained entirely by the examiner?—Entirely.

4255. When you spoke of assistants in your department, you considered it was absolutely necessary for them to be trained, and that untrained assistants would be useless?—It would take up more time in completing their training than they would be worth.

4256. You spoke also of the defects that you observed in the candidates that came to you, that they were apt to trust too much to committing matters to memory?—Yes.

4257. Is it your opinion that the tendency of the training of this College is to correct that defect?—Distinctly; the professorial teaching, as compared with the teaching of private tutors—grinders.

4258. That is one of the functions of this College which it has effectually discharged?—Yes.

4259. CHAIRMAN.—You are acquainted with the London University?—Yes.

4260. If you had a boy in whom you had an interest, would you recommend him to go to the London University to take a degree?—I would on account of the high standard and unblemished reputation of its examinations.

4261. To matriculate and take a degree?—Distinctly, before he went to Cambridge—for the eminence it gives, and the work done. At the same time I think it would be well to take a degree in the Victoria University if he did not go to Cambridge. It is what my brother is doing.

4262. I have a personal interest in asking the question?—The question has been asked as to what led to the diminution in numbers; I can speak to a certain extent. I know people are unwilling to go to threatened institutions. Dr. Stoney has drawn a valuable table of the number of students in the old Queen's University, pointing out that every time there was a strong dead set on the Queen's University, the number of students fell. As soon as a body is attacked in the way we have been attacked, parents think the Colleges are not fulfilling their duties, or perhaps that they will be soon abolished. There have been published elaborately cooked analyses of statistics showing to the contrary in the newspapers all that I have shown here—that we cannot hold our own in the Royal.

4263†Dr. STONEY.—If I sent you that table would you wish to put it in evidence?—Certainly; I have a copy upstairs.

Alexander Jack, esq., M.A.

Professor ALEXANDER JACK, M.A., Cork, re-examined.

4264. Rev. Dr. MOLLOY.—I want to ask two or three questions in reference to a graduate of this College, whose name is very well known, and who is universally recognised to be a distinguished graduate. I want to ascertain his academical distinctions. My object is to get a standard by which I may be able to judge of the work done by some of the Munster schools. You know the history here of Charles E. Boyle?—Yes.

4265. I want to ask about matters of fact, and not of opinion. Charles E. Boyle matriculated in October, 1877, and got an entrance scholarship?—Yes; he got fourth scholarship.

4266. In October, 1878, he got first literary scholarship of the second year?—Yes.

4267. And he held that scholarship in 1878–79 and 1880–81?—Yes.

4268. That finished his undergraduate career?—Yes.

4269. In October, 1880, he got his degree and a senior scholarship?—Quite so.

4270. Further, in 1879, he won a Peel exhibition?—Yes.

4271. Tell us what the Peel exhibition is?—It was an exhibition at the Queen's University that was provided for out of funds raised by a subscription started by Sir Robert Peel.

4272. It was £20 a year for three years?—Yes.

4273. He got the first literary Peel exhibition from this College?—Yes.

4274. As regards prizes, look at the President's Report for 1879, page 18. He got first prize in Greek, and first prize in Latin?—Yes.

4275. That was in June, 1879?—Yes.

4276. Take the Report for 1880, page 20. In that year he got first prize in Greek, first prize in Latin, and first prize in English?—Yes.

4277. Then there can be no doubt that he was a

*See Appendix III B.—Documents, No. 30.

†See Appendix III. B.—Documents, No. 23.

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Alexander Jack, esq., M.A.

very distinguished student, and that the university recognised him as such. His name was known all over Ireland. In June, 1880, he came up to the examination of the Intermediate Education Board?—I am aware of that.

4278. He got a high place in the senior grade. On the list of the results of the Intermediate examination his name appears in the forty-seventh place?—I know nothing of those returns.

4279. Look at page 156 of the return, No. 32 on the list—Patrick Donovan, St. Finn Barr's Seminary, Cork; No. 25, Jeremiah F. Keane, St. Finn Barr's Seminary, Cork; No. 21, Cornelius F. O'Mullane, Christian Schools, Cork; No. 14, Michael Scannell, Crossroads, Kenmare. Kenmare is in Munster?—Yes.

4280. No. 7, Patrick J. Lennox, Rockwell College, Cahir. Cahir is in Munster?—Yes.

4281. No. 3, Patrick F. O'Brien, Rockwell College, Cahir. All these students got higher places than Mr. Charles E. Boyle, who had finished with such distinction his undergraduate course in Queen's College, Cork?—Yes; and in spite of that no man having a personal knowledge of Mr. Boyle would for one moment be such a fool as to compare him with those others.

4282. I wish to say, to prevent misapprehension, I do not establish any comparison; but I consider the results of those examinations show that the schools to which I have referred have done good academical work?—In individual cases I have no doubt they have done so.

4283. Professor JACK.—Did you happen to know Mr. Boyle at the time he went in for this examination?—I did. He was reading for another examination altogether, and he went in with practically no preparation at all. He wanted to get a book prize. He was a poor lad. His father was not in very good circumstances, and had a large family. So the youth was anxious to get a book prize. He thought he could do that, and without any preparation he went in for the examination.

4284. Did he get it?—I believe he did.

4285. Dr. STONEY.—You do not think that a person who goes in on his general knowledge for an examination of that kind and gets a lower place, can be brought into comparison with others who received special training for a year?—No experienced examiner would contemplate such a thing for a moment. I believe Mr. Boyle got first classical sizarship in Trinity College almost immediately after.

4286. Rev. Dr. MOLLOY.—Look at page 154, at the actual marks got by the boys of the schools I have mentioned. Take No. 3, Patrick F. O'Brien, from Rockwell College, Cahir. Out of a maximum of 1,000 in Greek, he got 755, and out of a maximum of 1,000 in Latin he got 829. Look at No. 7, Patrick J. Lennox; he got 828 out of 1,000 in Latin, and 685 in Greek. No. 14, Michael Scannell, Crossroads, Kenmare, got 820 out of 1,000 in Greek, and 767 in Latin?—Those are individual cases—a few in each school.

4287. But they show good training?—Certainly, as regards a few individuals.

4288. But we were told there was no good training in those schools?—When one talks of training it means training for the whole average of the school, the bulk, not the coaching of individuals.

4289. Dr. STONEY.—You regard this as indicating individual grinding in some individual cases?—Certainly.

4290. Dr. MARSTON.—Do I gather from you that a certain number of students have been drawn, as it were, from a large educational area and specially run for those examinations?—I do not like to offer any opinion about those things. I have never been an examiner at the Intermediate examinations.

4291. Dr. STONEY.—There is no evidence of anything more?—Certainly not.

Professor MAXWELL SIMPSON, LL.D., D.SC., M.D., F.R.S., F.R.U.I., examined.

Maxwell Simpson, esq., LL.D. D.SC., M.D., F.R.S., F.R.U.I.

4292. Dr. MARSTON.—You are the Professor of Chemistry in this college?—I am.

4293. How long have you been Professor of Chemistry here?—About thirteen years in this college.

4294. Have you all the appliances necessary for the purpose of teaching the students?—Certainly.

4295. What is the number of students in your class?—This year about fifty-nine in the theoretical class.

4296. Has the number been decreasing or increasing?—Decreasing.

4297. You have sufficient accommodation for your students?—Yes; perhaps the laboratory might be a little larger: it is a little too small. Except in that respect I have everything I require.

4298. Do students attend both courses—the theoretical and the practical?—Both.

4299. In these days the development of sanitary science, and the important discoveries resulting from the application of chemistry to the useful arts, render a practical knowledge of chemistry highly desirable?—Yes.

4300. Is your practical course well availed of by your students?—They go through a regular course of practical chemistry.

4301. And in a way satisfactory to yourself?—Certainly.

4302. What have you to say in regard to the proposition to teach practical chemistry to non-matriculated students? Do you think it would be a wise thing to afford an opportunity for the acquirement of a knowledge of practical chemistry by outside students; and if so, could you enlarge the basis of this college for teaching the applied sciences, with a view to technical purposes?—I think it would be very desirable to meet the public requirements if my laboratory was large enough.

4303. Are you satisfied with the standard of education in chemistry attained here by those pursuing the medical curriculum?—Yes.

4304. Is there anything relating to that subject that you would like to tell us?—I would like to have it made compulsory on the students to attend my weekly examinations.

4305. How do you test their progress?—I have examinations every week, but very few attend them. They do not attend sufficiently.

4306. They are compelled to attend the lectures, but they avoid the examinations?—Some of them.

4307. Have you any means of preventing that by withholding their certificates, or in any other way?—No; not that I am aware of.

4308. When they come to the practical class, you can see if they have really taken in what you have told them in the theoretical course?—Yes.

4309. Then comes your opportunity, and I hope you make use of it?—Certainly; I teach them individually.

4310. Have you had experience of other countries, and amongst numbers of other universities?—Some little.

4311. Can you tell us anything as to the standard of education in practical chemistry and allied subjects here as compared with elsewhere?—I can only speak positively of my own department. I think that chemistry is fairly taught here.

4312. Do you think that by a written examination you can very well test a student's knowledge in your department?—Not so well as by a practical examination.

4313. You would like to see a practical examination in all the physicial sciences?—In all the experimental sciences certainly.

4314. Is there a practical examination at the Royal University?—Yes.

4315. You consider that a very good thing?—A very good thing; excellent.

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CORK. June 10, 1884

Maxwell Simpson, esq., LL.D., D.Sc., M.D., F.R.S., F.R.U.I

4316. You would like to see it generally adopted?—Yes.

4317. In the London University, and other examining boards, they have a practical examination?—I believe so. I am not acquainted with the fact.

4318. Dr. STONEY.—Several students who have passed under your hands have obtained very high places at their examinations?—Yes.

4319. You could perhaps mention some of them?—They have always obtained high places in the Queen's University. One of my students got the "Parke Prize" at Netley, which is given altogether in chemistry—a prize in sanitary science, which is principally chemistry.

4320. That is a very high distinction; in fact the highest of its kind?—Yes.

4321. As to further details, they will appear in the returns which the President will present?—Yes.

4322. Professor JACK.—Is there any fund from which you obtain the payment of an assistant?—Yes; I have an assistant who is paid by the college.

4323. Is there any fund in the college from which you obtain the apparatus as well?—Yes; I am well supplied.

4324. The cabinet of chemical apparatus is well supplied?—Yes.

4325. A question was asked with regard to matriculation. You have had experience of students who matriculated and of students who were not matriculated?—I have some non-matriculated students, but not many.

4326. What is your opinion with regard to whether such an examination ensures the capacity of students for acquiring information. Does it, or does it not, make any difference to you in teaching students. Do you find that the students who have matriculated learn chemistry more rapidly than those who have not matriculated?—I rather say they take in more rapidly.

4327. The matriculation system works well in the way of selecting students who are adapted to profit by your teaching?—I had two non-matriculated students at the last examination who obtained a certificate of honour, they answered so remarkably well.

W. B. Harrington, esq., examined.

W. B. Harrington, esq.

4328. CHAIRMAN.—Are you a graduate of the Queen's University?—I am not a graduate. I was a student here about six years ago.

4329. Did you work in the laboratory here?—Yes, for two years.

4330. Under Professor Simpson?—Yes.

4331. Did you afterwards work in laboratories elsewhere?—In the Bonn University.

4332. Was that with the view of preparation for the practical application of chemistry to manufactures?—Yes. When I went to Germany I intended seeking a place in some manufactory. I was not successful at first until I knew the language. After being there some time I got a position as chemist in one of the largest manufactories.

4333. Is that where you are at present stationed?—No. I left it when I got sufficient knowledge, and have come here to start a similar factory in Cork.

4334. How long were you in Bonn?—One year.

4335. You are able to inform the Commissioners as to the character of the instruction in chemistry you received here?—The teaching I received here was excellent, quite as good as that given in Bonn, perhaps not quite so extensive, but equally good, and perhaps, in some respects, better. In Bonn the student is left a good deal to himself, whereas here, the professor and assistant are always in attendance, going about constantly from one student to another, giving instructions.

4336. Then, so far as the chemical education is given, your evidence would be in favour of the chemical education here as contrasted with that of Bonn?—I would not say that. I say it is excellent here; it is also very good there, but in some respects it is better here. The professor here devotes more time to the students than there.

4337. Is there anything else that you wish to say?—Merely a suggestion, that I think if technical chemistry were introduced here it would be most useful, and would be largely availed of by the inhabitants of Cork. There is no doubt about it that we shall never be prosperous here until we have industries, and we cannot have industries until we have technical education.

4338. If it is not disclosing any trade secret I would ask you what is the chemical manufacture you are going to establish?—All sorts of products

4339. Rev. Dr. MOLLOY.—I believe the chemical laboratory in Bonn is one of the finest in the world?—The second finest, I think.

4340. Which is the finest?—That at Aix-la-Chapelle.

4341. Dr. MARSTON.—It is chiefly owing to the amount of attention given here that the opportunities are enhanced?—As much could be paid in Bonn, but the professors did not pay as much.

4342. Professor JACK.—In Bonn there were a considerable number of professors and students?—A great number of students, and one professor in each laboratory.

4343. The staff of professors per student was as large there as here?—It was, I should think.

4344. But, nevertheless, the amount of practical education and the attention were greater here than there?—I should think so. I received more attention here than there.

4345. And as much attention as you would expect a student ought to receive?—Yes.

4346. And as much as he can profit by?—Yes.

4347. Dr. STONEY.—I understand you to feel that you have largely benefited by the education you received in Queen's College, Cork?—Yes. I attribute my success entirely to the training I got here.

4348. Did you observe the same benefits received by others?—Certainly, any one who wished to learn had the opportunity.

4349. CHAIRMAN.—The chemical college in Bonn is a very large establishment?—Very large.

4350. I believe it is as large as all these buildings put together?—Fully.

Owen O'Ryan, esq., D.LIT.

Professor OWEN O'RYAN, D.LIT., re-examined.

4351. Professor JACK.—You said on Saturday, that the falling off in your class arose from the desire of the medical students to take their license where no modern language is required?—I gave that as a reason for the falling off in the numbers two years ago.

4352. Was there any falling off in the number of the arts students?—That I did not notice so much. There was some falling off. I was more struck with the decrease in the numbers, it was so considerable, in the medical class, but I think there was not so great a falling off in the arts as in the medical.

4353. To what do you attribute the falling off?—In common with every professor here I reflected on the matter and I think it was partly due to the fact that some of the schools, in consequence of the establishment of the Royal University, retained their pupils after they matriculated. The first examination in arts is

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a continuation of the matriculation examination, and a good schoolmaster can read with pupils a certain number of books to prepare for French, Greek or Latin, just as he can prepare them to enter. That was the reason why the pure arts students continue learning under their schoolmasters to prepare for the first university examination in arts, instead of coming up to the faculty, which I think they ought to do. They are still schoolboys and become men at school though passing the first university examination.

4354. Are you an examiner of the Royal University?—I have taken part in all the examinations of the Royal University up to the present.

4355. But are you still on the examining board?—No; about a month ago the system has been changed: instead of appointing examiners from year to year as had been done, two fellows in modern languages were appointed, and I was set aside for non-academical reasons.

4356. I want to know have you any opinion as to the standard exacted in French here and the standard in French at the Royal University?—To begin with the Royal University. At the Royal University the standard is certainly high, and it is partly due to me that it is so high, for as I said I had a great part in conducting those examinations. Now coming here. I find so far as I have examined—I am not speaking of matriculation, with which I had nothing to do up to last year, when French and German were introduced as alternative languages for medical students. Taking the other examinations, a fair degree of knowledge is required in French or German to get a scholarship here.

4357. Would you be able to compare it with the degree of knowledge required there in any particular respect?—It would be very hard. I would be inclined to say that the examination of the Royal University is more extensive and more grammatical. Here it is more literary work, I mean in giving translation and so on. A man for the Royal University could not easily get through unless with great knowledge of the details of grammar, whereas here a great many other things would come into consideration more than they do at the Royal University. I lay great stress on good English and the translations and take less particular account of the mistakes in translating into French. I repeat that the examinations in the Royal University are very good. They set up a very high standard.

4358. Rev. Dr. MOLLOY.—It is a thorough sifting, searching examination?—Yes.

PATRICK BLACKALL, esq., examined.

Patrick Blackall, esq.

4359. CHAIRMAN.—Are you a student in this College?—Yes.

4360. You matriculated of course in this College?—No, not in this College.

4361. Where did you matriculate?—In Galway.

4362. Are you reading the arts course in this College?—No, I am reading the medical course.

4363. Did you come here direct after matriculating in Galway?—No. When I matriculated in Galway I intended going to the legal profession. I afterwards changed my mind and went to the medical profession, and after I decided to go to the medical I came to this College.

4364. When did you matriculate?—I matriculated in 1878.

4365. When did you come to this College?—I have concluded my fourth session, that is I came in 1880.

4366. When you were in Galway after you matriculated, were you reading the law course under Professor Campion?—I was not reading the law course at all. I intended to take out the arts course before I went to law. I was reading in the arts course.

4367. How far did you go?—I concluded my first session in arts and commenced my second session, but I did not conclude my second session in arts.

4368. Was it in the middle of the second session in arts that you came here?—No. When I left Galway I went home and stayed at home for some months.

4369. I do not want to go into details. I only want to get the dates?—After I left Galway I was some time away from any college, and then I came here.

4370. You are anxious to give evidence before us, I have not any idea of what evidence you have to give. But you know the four heads of our inquiry?—Perfectly well.

4371. We will be very happy to hear any evidence within the scope of our inquiry. Which head would you like to take first?—Very naturally I would like to take the first head first and I will take the others as I go on.

4372. That is the standard of education?—Yes. In fact I have very little to say on that.

4373. Of course, not having been yourself an arts student in this College, you cannot give us any personal information?—No; but first I wish to see whether what I have to submit on that head comes within the scope of the inquiry. There have been certain facts laid before you to-day with regard to it, and I wish to lay other facts against them. Would that come within the scope of your inquiry?

4374. Just tell me the facts to which you refer?—Mr. Hogan, who said he has been a schoolmaster in Skibbereen, stated that he had sent a number of men here who were very badly prepared, and that at present one of those was a scholar in medicine in this College. I wish to show you that, in the first place, that man had got honours in the middle grade of the Intermediate before he came to this College, and that he has got honours in the Royal University since, so that it is no extraordinary thing at all that he should be a scholar in this College.

4375. That is very pertinent at all events. Can you enable us to identify him?—I think you will find he is one of the medical students.

4376. If you have no objection to mention the name now do so?—The name of the gentleman is Mr. Kearney. He is a scholar of the fourth year in medicine, and he went up in the Intermediate only in two subjects from that school.

4377. Mr. John Kearney?—Yes.

4378. He is in his fourth year in medicine. He got a scholarship of the fourth and also one of the third year?—Yes. He went up from that school only in two subjects in the middle grade of the Intermediate. One of the subjects was taught by Mr. Hogan himself, that was Latin, but the other was not taught by Mr. Hogan at all, and he got honours in that, namely, mathematics.

4379. Was that in the year 1880?—I think so, but I am not absolutely sure.

4380. As you are prepared to show that, I take for granted that you will be able to refer us to the published list, and to put your finger on the number. Was it in the year 1880 or 1881?—In 1880, I believe. I wish further to draw attention to the case of Mr. Kearney. It was stated that when he was coming here he knew very little, but still passed the matriculation. For this he was prepared by Mr. Hogan. Since then he has been here, and has had the advantage of the teaching here, and so he has distinguished himself in every examination since, though he merely got through the matriculation when coming from Mr. Hogan.

4381. That is in medicine?—Yes.

4382. But not in the arts course?—No. He had no opportunity in the arts course, except at the Intermediate. His number on the Intermediate list is 229.

4383. Rev. Dr. MOLLOY.—He passed with merit in two subjects, and his place in the order of merit was 229. That is his history?—Yes.

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June 10, 1884.
Patrick Blackall, esq.

4384. He got 380 out of 600 in Latin, and 420 out of 600 in algebra. Very good marks?—Yes.

4385. CHAIRMAN.—Have you any other instances?—You know it is only just casually that I got that, and most of the other men mentioned are away from Cork now, but perhaps if evidence of this kind were allowed to be submitted afterwards, when we would hear from the students, we would have more to bring forward.

4386. Certainly; if you can make out evidence of this character we will be very happy to receive any information you will be good enough to send to our secretary, Mr. Murphy?—Very well.

4387. Rev. Dr. MOLLOY.—Mr. Hogan did not mention the name of any student here to-day?—No.

4388. How, then, do you know that this gentleman is the person to whom he referred?—He is, when he said one of his students was asked was he going in for an exhibition.

4389. How do know?—Because the gentleman told me that he was asked that, and that Mr. Hogan was aware of it.

4390. It seems to be a very natural question, that might have been asked of several persons. Have you any knowledge yourself that this was the same student to whom he referred?—No absolute knowledge.

4391. CHAIRMAN.—Have you any other reason for knowing that he is the same student?—The only reason I have is that Mr. Hogan mentioned one instance, and this instance would coincide with that. That is the reason that I assume it is the same instance. Besides he said he is a medical scholar, and he is the only student who came from his school who is a medical scholar at present.

4392. You will send us the information?—I hope so; if I get information that is worth troubling you with.

4393. Have you any other instances now that you can bring before us?—I have not. I have got that casually since the evidence of Mr. Hogan was given.

4394. Have you any other evidence to give us on the first head?—No. I will pass from that. It is a head that I am not qualified to speak on.

4395. The next is as to the exhibitions and awards?—I have little to say on that, too. In the first place I think there is a general impression amongst the students that in the arts department it would be better if all the scholarships were not exactly of the same value, because when five come in here one is an extremely good man, and the others are very moderate, while, if he is extremely good, he will naturally assume that he is pretty sure of one of the five the next year, and he may not work altogether so hard for the second year's scholarship.

4396. What you would like would be a classification of the scholarships, to give the mediocre man an opportunity of coming forward, and a chance of succeeding?—A scale of scholarships, so that one would be better than another, and that a very good man would try to be first. Students look on the scholarships in the light of a reward for merit attained.

4397. Is that a matter that the College has power to re-arrange?—[*The President.*—No; it is according to the statutes. I am glad the student brought it forward. As a matter of fact, it would have my approval, and, I think, that of all my colleagues.]

4398. I think if anyone looks on scholarships as a reward for merit attained, and that is the way the students nearly always look at them, that would have every recommendation. That may not be altogether desirable if you look on them in the light of assistance to students to pursue the arts course. Do you think it would be popular to students, assist them to work more, and give better chance to a large number, if there were a graduated scale?—It would induce them to work more on the subjects for the scholarships.

4399. Is there any other thing that you would like to offer with regard to these scholarships?—I think it would be better if instead of having so many senior scholarships, there were a few, and those few made very valuable, and the men who held them required to act as tutors in the College. That would give them a considerable status, and a great many arts men here look forward to a teaching life afterwards. If they could show that they held studentships, or whatever else you like to call them, and acted as tutors in the College for a year or two, they would be better able to get positions as teachers than students who had merely an arts degree.

4400. Instead of having seven scholarships of £40 each, you would rather have three at £100 a year?—Yes.

4401. Is that a suggestion that you are able to tell us has the support of the students?—I think it has the support of the majority of the students. In reference to those scholarships, I think there is a great disproportion between the number allowed in arts and medicine.

4402. Before you go into that, let me ask have you made any investigation into the relative proportion of the distribution of scholarships between arts and medicine in other universities?—No.

4403. Are you aware that in almost every university in the three kingdoms there are very few appropriated to medicine as compared with arts?—There is a disproportion between the scholarships here, and a disproportion in the opposite direction between the numbers pursuing the different courses.

4404. It is not the first time it has been mentioned that medicine ought to get more. What proportion do you think medicine ought to get?—As to the first year in medicine, I do not think the scholarships ought to be increased if they were left as they are, because the scholarships are given in arts subjects. But after the arts course is the beginning of the medical course. I think it would be almost right the medical student should in the beginning be an arts scholar, but as regards the last three years of medicine, at all events in the second and third years, I think there ought so be a third scholar on the list.

4405. That is one scholarship more?—Yes.

4406. Is there any other suggestion you would make with regard to those scholarships?—I do not know that I have anything else to suggest with regard to the scholarships.

4407. Then you would like to go on to the third head?—Yes. The first thing I have to bring under the notice of the Commission is as to why the men here have not availed themselves of the Royal University advantages, and been more successful. The reason is, because the course of study they have to pursue here is different from the one they would be examined in in the Royal University.

4408. Do you mean in the medical faculty?—I mean both the medical and arts, and it is even true to a greater extent of the arts course.

4409. Are you one of those who object to the compulsory requirements of passing the first university examination in the arts course in the Royal University, as a step to the degree; or would you make a man take his first examination in arts?—If medical students were very rich, which they are not, I think it would be very well they should be well educated before they went to medicine, but I think piling on subjects like that, and making a university degree so expensive that a man cannot, except he is very rich, get a university degree, is not calculated to do good.

4410. Is it the expense or the time that would be spent that would be the reason of your objection, or would it be both?—The time is as much an object as the expense, because time is expense to a man who has to live away from home.

4411. Is your evidence this, that the necessity of passing the first university examination in arts, practically makes the time five years instead of four?—It does, of course.

4412. And a student not having much money, is anxious to get his profession as quickly as he can?—Certainly.

4413. And a year is a very great object?—Certainly.

4414. Is that one of your objections?—Yes, and

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another is, that he has to pay in most instances for being taught enough to enable him to pass his first university examination. Some may make it up by private study, but in my case it is expensive.

4415. He has not to go to Dublin for the first university examination?—If that was all, I would not mind it at all. That is only the travelling expenses.

4416. You have either to stay here and pay the class fees, or go to a private grinder?—A student has to go to some school.

4417. Dr. STONEY.—The increase of expense is twenty-five per cent., by adding another year?—That is it. One of the reasons why the students do not go up to the Royal University, is that there is a great difference between the course here, and the corresponding examination in the same subjects in the Royal University.

4418. CHAIRMAN.—Are you referring to arts or medicine?—I am referring to arts and medicine, and I will go into each separately. With reference to arts I have prepared a table which I will not trouble you by reading, but I will give it to you, if you like to see it.

4419. *Have you prepared a statement?—Yes. As Professor Malet has already referred to some difference in the science department, I do not go into that. (*Hands in a document.*) You will see that I have made an abstract of the course for a literary scholarship here, and the course for the corresponding examination in the Royal University, and you will see that they correspond in only a few of the subjects in the two courses, so that a man who wants to read for the course here, and at the same time to read for the corresponding examination of the Royal University, instead of having to read only one course, he has really to read two.

4420. We may take this paper as part of your evidence?—Yes, though it is not drawn up by me, it is drawn up by an arts student.

4421. Is it correct?—As far as I could ascertain it is correct. The College calendar for 1883, and the Royal University calendar will enable you to check it.

4422. You have not prepared a similar table with respect to the science division?—I did not prepare a table in reference to the science course. In fact, I may tell you, that I have not prepared that table, but it was given to me by an arts student. He did not give me a similar one for science, nor did I make out one myself.

4423. If you think it material for yourself or for the interests of the students you represent, we will be very glad to receive such a table, if you send it?—Besides, I want to draw attention to the fact, that the senior scholarships here as they are distributed, do not correspond to the subjects a man has to take up in the Royal University. For instance, if a man goes up for his degree in experimental physics and chemistry in the Royal University, he has to read experimental physics, and he has to read organic chemistry—he need not read inorganic chemistry. Here he has to know organic and inorganic, but no experimental physics. Those courses do not correspond, and a man if he reads for one, cannot be successful in the other. For example, this year two men went up for the Royal University examinations, and they went in for a degree in arts in experimental physics and chemistry. One went through all right, and the other was plucked. They came down here, and both went in for the senior scholarship in chemistry. The man who was plucked at the Royal University, easily beat the man who went through the course. It was evident that he was reading for a senior scholarship, and had read organic and inorganic chemistry, but the other who was reading for the Royal University, was reading experimental physics and inorganic chemistry. Each did well in the course he read but neither did well in the two courses.

4424. That occured with Professor Hartog?—The vertebrata and invertebrata require both to be learned here, whereas a student is only obliged to take one of them in the Royal University. You can see the want of correspondence easily.

[Professor *Hartog.*—There is a slight distinction. There is no distinction between the two laid down in the statutes. A choice is given of the papers in the examination.]

4425. You think there ought to be some uniformity between all the courses here, and the corresponding courses in the Royal University?—Certainly, and I know from many who have gone up for the Royal University already; it was impossible, no matter what their powers might be, to do well, while reading at the same time for the Royal University, and the scholarship here.

4426. Now, from what you have observed, do you think the discrepancies that still exist between the programme here and the Royal University calculated to prevent students from going to the Royal University?—As I am not an arts student, I could not speak with accurate knowledge.

4427. On the medical side?—In one of the examinations, the first university examination in medicine, and the scholarship examination of the second year in medicine here—the two corresponding examinations—a man is expected to go through within a year; there is as wide a difference as you could find between any two examinations.

4428. Have you reduced it to a table?—No.

4429. Would you like to state it now or to reduce it to a table?—If you wish I will state it now; being a medical student I have a good knowledge of it, and need not reduce it to a table.

4430. Do you think the discrepancy that there is at present goes to prevent medical students here from going up to the Royal University?—It interferes with their success at the Royal University, because they have to read a great lot of subjects for the scholarships here that they have not to go in for at all at the Royal University, and consequently when a man is reading all the subjects it is not to be expected that he would do as well as when he was reading only part of them. But, whether preventing them or not, it is calculated to interfere with their success.

4431. State the important difference for the first year?—The scholarship for the first year in medicine is entirely given for arts, but at the second year's scholarship in medicine you have for examination anatomy, chemistry, experimental physics, biology, which includes botany and zoology, and there is also French. For the corresponding examination in the Royal University, for the pass, you have only botany and zoology—they only count as one subject out of a lot here—and if a man is recommended for honours he takes French in addition for the honour examination. But, at all events, he has not to go in in the Royal University at all for either experimental physics, anatomy, or chemistry. In anatomy and chemistry they used long ago—we are not supplied now with an account of how many marks each subject counts—but I know they used to count about 1,000, and the other subjects only comparatively few in comparison. Experimental physics, too, counted a considerable number, so that it is a matter of fact the three things a man requires for honours in the first University examination in medicine would only count a small part—perhaps not one-third—for the scholarship here that the students here would have to go in for immediately after.

4432. According to your evidence there are fewer subjects in the Royal University?—Fewer in the Royal University.

4433. How does that work?—Not well; because many a man having read not only botany, zoology, and French, but also anatomy, chemistry, and experimental physics, it is evident he cannot know the small course equally as well as if he could confine himself to the small course.

4434. That is, that the smaller course places him at a disadvantage?—The student has no chance against those students who can confine their studies to the small course.

4435. The student here, who has the wider course

* See Appendix III. B.—No. 31.

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Cont.
June 10, 1884.
Patrick Blackall, esq.

to traverse, is placed at a disadvantage as compared with the man who has three subjects and only three?—He is handicapped entirely.

4436. Is that what you have to say with regard to the first university examination in medicine?—Yes. In the second university examination in medicine the difference between the two is not so apparent; it is one of degree of difficulty. Consequently it is more difficult to make it plain to the Commission.

4437. If you cannot make it plain we would rather not have it, but if you can we will take it?—The only thing I have to say with regard to the difference is—and this could, of course, be better explained by the Professor of Anatomy and Physiology—that the degree of difficulty in the questions here is greater, and obliges a student reading for a scholarship here to read up more senior work than he would were he going in for the university examination only.

4438. Dr. STONEY.—That is, in anatomy and physiology?—Yes. The session here in arts ends about this time, and the session in medicine is ended for some considerable time.

4439. CHAIRMAN.—When does the session in medicine end here?—In April, I think.

4440. You were proceeding to draw some conclusion?—Students who are deprived of their teachers will have to rely altogether on private study from that until the date of the university examination in September, and they cannot be expected to compete with students who are taught for examination almost up to the very day of the examination.

4441. Then there are no summer classes in medicine in this College?—There are no summer classes in any subject in this College. The arts session extends to about this time of the year, and it stops then; but the medical course stops very early.

4442. It stops about Easter?—Yes.

4443. Do you think that this operates to prevent medical students from this College going up to the Royal University?—I think that it is calculated to make them not succeed quite so well as they would if they had greater advantages, and I consider teaching during the summer might be of great advantage; besides, at present to the curriculum of the Royal University they are always adding on steadily, and consequently the medical curriculum is becoming more overloaded every day, and it is scarcely possible for a student now to take out all the subjects that he has to take out in the four winter sessions. Most of them have to remain there during the summer session, and when they have to be here it is a great pity that there is no provision for teaching them in the College. They have to remain in the city to try and take out those subjects, and they remain at considerable expense.

4444. What opportunities has a medical student, like yourself, when the session ends at Easter, of studying for the examinations of the Royal University?—A pretty fair opportunity at the hospitals; but I have no opportunities at the College, except so far as the library affords; and even with regard to the instruments, the students during the summer, and indeed during the winter, would derive great benefit if they could see the instruments whenever they wished. I do not mean even to handle them, but to see them through glass; but most of them are stowed away in some corner of the College where the students cannot get a look at them, except at some time when they may be exhibited to the class, a long time before the university examinations come on, and it would be a great advantage to students to see the instruments in the interval, because they may be examined on them.

4445. In other words, you do not think that facilities are given to you because you do not see the instruments?—They ought to be exhibited where the medical students can see them when they wish to see them, and not stowed away where they cannot see them.

4446. Do you mean locked up in a glasscase?—They are locked up in a glasscase in a room that is also locked up. That is the case with the surgical, physiological, midwifery, and gynæcological instruments. They are all stowed away somewhere where the students cannot see them. I believe it would be better to have them exhibited where the students can see them, and look at them even in a glasscase.

4447. Do you think the students would avail of that opportunity?—I am perfectly certain they would.

4448. What is the next point you wish to mention? Do not let me hurry you, we are receiving a great deal of useful information from you?—I think, too, with regard to some of the subjects—practical surgery, for instance—(that is a subject a student is likely to forget very rapidly if he is for a long time without an opportunity of seeing it, and the course of practical surgery here terminates some months before the examination)—it would be an advantage if there was a course of practical surgery immediately before the examination. It would be a great advantage if the grinders were allowed to teach them practical surgery, because most of the students go to grinders for their final examination. Of course they are all allowed to teach if they could get subjects, but the subjects can only be got on a warrant under the Anatomy Act, and the signature of the Professor of Anatomy is required in order to get a subject. The Professor of Anatomy used not to find it excessively troublesome to give his signature some years ago, but latterly the contrary is the case, and the grinders have not been able to get the subjects to teach the students practical surgery.

4449. When you say the grinders, do you mean the men not connected with the College?—They are the doctors with whom students generally read for their medical examinations.

4450. Then in point of fact you cannot have any dissections except with the medical class?—I am not alluding to dissections. I was alluding to practical surgery operations.

4451. Except while the medical classes are open you cannot get these opportunities. Is that so?—Yes; and they cause a long time before the examination comes on. That interferes considerably with the success of the students here at the Royal University examinations.

4452. That is between April and October?—This year the course in practical surgery continued for some time after the medical session in other subjects closed, because the professor was not able to go through all the work he wanted in the time; and it continued on until May.

4453. There is an interval of five or six months?—Yes.

4454. Dr. MARSTON.—You want it at the end of the summer course?—What I would be anxious for most would be, that the grinders would be allowed to teach it as long as they chose.

4455. The CHAIRMAN.—And that facility should be given to the doctors with whom the students read for the degree examinations, to teach practical surgery to their students as long as they chose?—Yes. The students who read with them are willing themselves to pay for the subjects; and all the Professor of Anatomy has to do in the wide world, is to give his signature.

4456. To use your own expression, has that handicapped the medical students here, when they go up for the Royal University?—Yes.

4457. And does it prevent them going up?—It tends to interfere with their success when they go up.

4458. That indirectly interferes with their going up?—To some extent. The men who read in Dublin with doctors of that kind are differently circumstanced. The professors of anatomy there, whoever the gentlemen are, whose signatures are required, never find it inconvenient to give it; and the doctors have always an opportunity of teaching practical surgery to the students up to the date of the examination, or as close to it as they choose. Then with reference to the hospitals here, some of them are, no doubt, pretty

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good; the teaching now I think is pretty good; but in the medical department of some hospitals, I think it is not very extensive.

4459. If it would not be inconvenient, I would ask you to pass over for the present that portion of your evidence. Dr. Marston will be better able to elicit than I can the relation of the medical hospitals, and the school. Dr. Marston will ask you about it, so go on to the next branch of your evidence?—Yes. There is another thing that tends to interfere with the students going up for the Royal University, that is the expense of the degrees. Some of us were matriculated students of the Queen's University. We had gone on with part of our course, and taken out a lot of subjects that are required only for the University degree. The Royal University stepped in, and piled up a lot of barriers before us. Certificates were required, and a lot of extra money was required. We scarcely had any option but to pay the extra money, and endeavour to get the certificates, because it would be more expensive for us at the time to turn to the licensing board, for we had some of the subjects already taken out and paid for; such as physics, botany, zoology, and so on. At the same time we could not go back, as I might say; and such of us as were not very rich, could not go forward either, because the Royal University required a lot of extra certificates that cost a lot of money, and also a lot of time, which means money too, to students who live away from home.

4460. Does that only apply to students like yourself who had gone a portion of the road as graduates of the Queen's University?—Of course, the great injustice of it applies to those; but as to its deterrent effect in preventing students from going in for Royal University degrees, it applies to all the students in this College.

4461. In what way?—The more expensive the degrees are made the fewer will go in for them.

4462. Do I understand you to say that the expense to a student of getting the degree in medicine in the Royal University is more than it was in the Queen's University?—A great deal.

4463. Is it that the fees themselves are higher, or that the coming up to Dublin is attended with considerable expense?—There are more fees charged with regard to the examinations, because there are fees charged for all the previous examinations in medicine, that is the first university examination in arts, the first university examination in medicine, and the second university examination in medicine. Special fees are charged that were not charged in the Queen's University. That is not the whole expense, but they have added a lot of extra subjects—lunacy, fever, pharmacy—I could not think of half of them.

4464. A number of additional subjects, each of which is attended with additional expense?—Yes; and they do not exempt us from those fees, although we have gone a certain distance in trying to get the Queen's University degree, and such as could not afford to pay all those new expenses, had absolutely to drop out and do without a profession.

4465. Do you think the difficulty is so great as to effect the keeping out of students from the profession. Would not they get a qualification if they went to Scotland?—Yes.

4466. Or some one of the licensing bodies?—But they had studied a lot of subjects which are not required for those licensing bodies. They had studied and paid for taking out courses in botany, zoology, and a lot of things not required for these bodies.

4467. That would apply to students of the old Queen's University?—Yes, like myself.

4468. And is your opinion this—that the effect of the increased charges at the Royal University over the charges at the Queen's University will prevent students from going to the Royal University, and induce them to take their degrees from other licensing bodies?—Yes. All the new students. I am of that opinion; but of course the unfortunates who had taken part of their university course already could not adopt that pleasant alternative without being satisfied to relinquish the advantages of the courses they had taken out. Another thing too has been a great hardship.

4469. Is it to the old Queen's University men?—Yes, it is. They raised the standard of the medical examinations very greatly, so that men who had entered on their course under certain regulations, were in the middle of it subjected to different ones. That is, with regard to the standard of examinations, and not to the expense at all.

4470. Are these some of the cases, or are they the cases which account for some of the students who appear here on a return and who matriculated in the Queen's University, and have not taken any steps since in the College?—Some of those students I believe never intended at all going in for a university degree. They matriculated here because the matriculation was accepted by all the licensing bodies everywhere, and they did not want to incur the expense of going far away to pass a matriculation examination, when the matriculation examination here would be accepted; and then, of course, they were admitted by the Act of Parliament into the Royal University. Some of them never intend going in for degrees at all in the University.

4471. Those are men who matriculated in the Queen's University?—I recognize the name of one whom I know to be qualified, who qualified in Dublin as a surgeon and physician.

4472. Are these students who matriculated in the College with no intention of taking out the arts course, but simply qualifying for a medical degree?—Yes.

4473. Is your evidence this, that they had been deterred by the change and by the regulations of the Royal University from taking a degree?—Some of them, as I have said before, never had any intention of pursuing a university course. Others, perhaps, had, and might have been deterred by the changes; and there are others again who entered as university students, and who probably would have gone on but one thing or another—family misfortunes, a great many things of that kind—prevented them from being able to go on with their professions.

4474. But these are men—forty-one altogether—who are actually at present students in the College? Are they all at present students in the College?—I dare say most of those are going for the licensing bodies of course. There is another matter too that is very much calculated to deter students from going on to the Royal University, and that is the uncertainty of the programme. The programme is one thing to-day and there is something new added to it to-morrow.

4475. When you say to-day and to-morrow do you mean this year and next year?—No; but this month and next month, because changes in the Royal University follow more rapidly than years.

4476. Do they publish their programme once a year?—They are not long in existence yet.

4477. They have only published two yet?—But they require a certain number of certificates at a certain time, and then suddenly they require an extra number; and the men who are studying under the old regulations are not excepted at all from the new.

4478. Give me an instance of the changes they make from day to day. One will be enough?—At first they require of Royal University students fever and lunacy; they added on, after a little time, operative surgery, and required a proficiency in the use of the ophthalmoscope, laryngoscope, and so on. Of course I do not deny that these are desirable things; but when a man is reading, and is fairly near his degree, it is a terrible thing that there are a lot of subjects added on suddenly that are not expected.

4479. These are hardships that press more on the students of the old Queen's University?—Yes.

4480. Dr. STONEY.—Except that the liability to the change presses on all students?—Of course it does.

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Cork.
June 10, '884.

Patrick Blackall, esq.

4481. Professor JACK.—The student who begins his course is liable to be examined in certain subjects, and during the middle of his course he gets more subjects piled on?—Yes.

4482. CHAIRMAN.—Finish what you have got to say on that head?—The infrequency of the examinations too in the Royal University deters students from going in for these examinations. You know practically there is but one examination in the year, because when a man is plucked in June he is not allowed to present himself in September. There are only the two in the year. Looking at it in that way the two only amount to one, except to a very exceptional student who is specially recommended. The students plucked in June are not allowed in in September.

4483. At the analogous examinations how many examinations are there You say there are only two in the Royal University, and that the infrequency of the examinations is a grievance?—I am contrasting it with the licensing bodies the students are likely to go to instead.

4484. How many can they get at the licensing boards, the College of Surgeons for example?—I believe they can get four or five. I am instructed by one of my fellow-students they can get five.

4485. There are five, for instance, in the College of Surgeons within a year?—I am not sure about the College of Surgeons. I believe there are five in Edinburgh. In Dublin I believe there are four.

4486. At all events you consider that two are not enough?—When the two practically mean but one I consider they are not enough.

4487. Is there anything else you wish to draw attention to?—There is another matter which I would wish to bring before you too; but I first want to find out whether it is within the scope of your inquiry.

4488. What is that?—There has been a good deal of evidence before you to show that the students coming here are much better prepared in science than in literature. If I can show that the students in science are greatly handicapped in the Royal University, as against students in literature, it would show the reason why students from this College appear at a disadvantage.

4489. That is very much in point?—With regard to the first university examination, the subjects for that which I take to be literary subjects are Latin and Greek, and as science subjects, mathematics and experimental physics. Other subjects, such as English, I consider ought to be known by all students whether scientific or literary.

4490. Rev. Dr. MOLLOY.—What examination are you taking first?—The first. The total number of marks for these two is the same, but the science men would, I think, present himself for honours in one group and a pass in the other. It would be the reverse in the literary. The same marks are given for pass and honours. To estimate the whole number the pass marks are divided by three in the case of all subjects except two. These are experimental physics and chemistry. Of course a student presenting himself in honours in these subjects would have only twice as many marks as a student presenting himself in the pass, while in the literary subjects the student presenting himself for honours would have three times as many marks as a student who did equally well in the pass paper; and although the whole number of marks appears the same for each (for Greek and Latin as for mechanics and experimental physics), when you take this into account it is a different question.

4491. Is mathematics divided by two or by three?—Mathematics by three and experimental physics by two, and that puts the honour man in experimental physics at a disadvantage.

4492. CHAIRMAN.—That is the men here are better prepared in science than in literature?—Yes.

4493. Therefore the students at the Royal University are at a disadvantage where their relative merits are the other way. The literary gets three while the other gets two?—Yes.

4494. Do you think it has a deterrent effect?—It lessens a man's chance for an exhibition, which is given for a total aggregate of marks.

4495. Did you ever hear any student allege he did not go up on that account?—I am only a medical student, and I am not brought into contact with the arts students

4496. Rev. Dr. MOLLOY.—You say that, counting the marks obtained in the literary subjects, they are multiplied by three?—No; but the pass marks are divided by three.

4497. The same is true for mathematics?—Yes.

4498. Then the only difference is in experimental physics?—Yes, and chemistry.

4499. But chemistry does not occur at this examination? Then the drawback you speak of is confined to experimental physics?—Yes.

4500. Do you not think it possible that the examiners having that fact before them, namely, that the pass questions would be divided only by two, as compared with the honour questions, will so adjust the difficulty of the honour questions as to make them, so far as they can, have twice the value that the pass questions have?—You have a great deal better knowledge of that than I have, Dr. Molloy.

4501. That is what I have tried to do, and you will see that it is much more easy for the mathematical examiner to make his honour paper, within the range of the course prescribed, three times as difficult as the pass paper, than it is for the examiner in experimental physics to make his honour paper three times as difficult as the pass paper; and it is the object of the examiners in setting an honour paper to make it only twice as difficult?—I hope so.

4502. Professor JACK.—I dare say Mr. Blackhall does not know the practice of the examiners?—Of course not.

4503. CHAIRMAN.—He was giving evidence as to the possible disadvantage under which students may labour?—Then as regards the second university examination in arts the subjects are divided into groups One is Latin, Greek, English, and any other two subjects, one to be mathematics or logic. The other is mathematics and mathematical physics, and any other two subjects of a number of specified ones. Latin, Greek, and English, count 3,300 marks. Mathematics and mathematical physics count only 2,400. There is a difference of 900; as each man is allowed only two more subjects, and supposing they take the same optional subjects, then the science man would be handicapped by 900 marks as against the literary man.

4504. Have you anything to tell us about the fees?—Yes.

4505. Proceed then, please?—First, I will say that there is a great tendency, I am afraid, lately in this College for the professors to remove, as I might say, the practical part from their course and charge a special fee for it; for instance, in the department of zoology and botany, we have a new professor now, a gentlemen who is appointed only a couple of years, I studied under his predecessor here, and he used to teach us the practical part of the course and charge no extra fee at all. The course of botany and zoology is assumed to include practical teaching in it, and he used to give practical teaching, and very valuable practical teaching; but at present the practical teaching is given in a special course, and the student has to pay a special fee for it. That special course is not obligatory at all. It is optional, and of course as it is optional the student will try to avoid paying the fee, and he will consequently have to do without practical teaching in the subjects.

4506. What is the fee?—There is a laboratory course in botany and another in zoology, and I believe the fee in each is £2, or £3 for both, if taken together. The same is done in the physiology too. The course in physiology is supposed to include the practical course as you may see from this. (*Handing in a document.*)

4507. I find in the calendar there is a fee of £2

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charged for practical zoology?—Yes, and I think you will find another fee is paid for botany.

4508. But you do not mean to convey to the Commission that the fees that are charged now, and that you complain of the amount of, are fees that are not authorised?—I am sure they are authorised by the Council. But all I want to say is that we got the practical instruction in our time from the professor.

4509. Rev. Dr. MOLLOY.—What was your time?—Four years ago or very nearly so.

4510. Dr. MARSTON.—Are you not studying here now?—My fourth year is just over.

4511. But you are still here as a student?—I am still here.

4512. CHAIRMAN.—Do I understand you to say that, although the fee was authorized by the College regulations, it was not demanded by the former professor?—It was not demanded. He used to give practical teaching for nothing as a supplement to the ordinary course of lectures. If the students all took it out now it would not be so much harm, except that they would have so much less money, and the professor would have so much more; but when they do not take it out they lose the practical instruction.

4513. Dr. MARSTON.—You mean that objects for practical illustration are a necessary part of the subject, and ought not to form the subject of a special charge?—Certainly.

Dr. *Sullivan*, President of the College—I would like to be heard on this subject, as the statement, I am bound to say, is not accurate.

Mr. *Blackhall*.—Of course, if I were guilty of any inaccuracy, I would be most anxious it would be corrected.

Dr. *Sullivan*.—Not on your part. It is simply that you misunderstood it.

4514. CHAIRMAN.—Go on please?—Practical instruction in practical physiology and histology is considered as an essential part in a course of physiology. The students here, if they want to get instruction in physiology and histology, have to attend in a separate class and pay a separate fee.

4515. That is, by the rules of the Royal University, anatomy and physiology are assumed to include practical instruction in physiology and histology as well as anatomy; and what you say is, that for the fee under the head of anatomy and physiology you do not get the instruction in physiology and histology, but must pay a separate fee?—Yes.

4516. What is the amount of the fees?—I think £3 3s. I cannot speak accurately, because I found I was not able to afford to pay it, so I did not.

4517. Proceed, please?—Another matter that I want to refer to is that the student is not allowed to prosecute his dissections in his third year unless he pays for a class that he does not want. There are only two certificates in anatomy required.

4518. That is, you do not want it if you are not going to get a degree in the Royal University?—Suppose I do want a Royal University degree, I do not want it either. They only require two certificates in anatomy. The student takes out anatomy in his first year and in his second.

4519. But you want a certificate of third year's dissections for the licensing bodies?—I believe so—for some of them. I believe for the fellowship of the Dublin College of Surgeons it is required. I do not know that it is required for the ordinary licensing bodies.

4520. That was mentioned to us yesterday by one of the witnesses, and it was felt to be a grievance by the medical students—that where they wanted a third year for dissections they could not get it without paying a fee for the three courses of lectures which they did not attend?—Yes. And suppose a student who has taken out the earlier part of his course elsewhere comes here for the later parts of it, if he wants to take out dissections in his fourth year, he has to pay the class fee of £3 3s., in addition to the dissection fee of £1, although if he had previously taken out three courses of anatomy in this College, he would get the dissections in his fourth year for £1, the ordinary dissection fee, paying the expenses, and he would be charged no fee in anatomy beyond the dissection fee.

4521. The question of fees by students in the medical school is a question of paramount importance to them. Have you made yourself acquainted with the fees charged in the medical schools of Dublin?—No.

4522. You do not know that the fees charged are considerably larger than here?—I heard they were larger. The students here do not object to the amount of the fees they have to pay in each year at all; but what they do think a hardship is obliging them to take out a certificate that they do not require, or either do without dissections. Some do without dissections, and what happens is this: from the time they pass their second university examination in medicine until they pass their degree, they may have no opportunity of practising dissections, and you may judge of what that practical anatomy knowledge is.

4523. Are not the dissections done under the superintendence and instruction of the Professor of Anatomy?—The Professor of Anatomy attends for an hour every day in the dissecting-room. The demonstrators in anatomy are there nearly the whole day and I believe that in consequence of that it has sometimes been urged that as the students have the advantage of having the demonstrators there, they ought to pay the ordinary class fee. However that would apply to the fourth year students, who had paid for the third year, as well as other students.

4524. The demonstrator of anatomy attends all day while the dissections are going on?—Yes.

4525. And the demonstrators are paid by the Professor of Anatomy, if paid at all?—Out of some surplus that remains over. There is £1 paid for dissections, and some surplus that remains over is expended in paying the demonstrators. Suppose that surplus is not sufficient, the Professor of Anatomy pays them at his own expense.

4526. Do the students think they have a right to the advantage of the presence of the professor every day for an hour, and the advantage of the assistants of the Professor of Anatomy without paying any fee?—The demonstrators are most useful to the junior students who do not know how to prosecute their dissections without the assistance of a demonstrator. All the senior students do, and they do not want the assistance of the Professor of Anatomy or the demonstrator; but they want to be allowed to pursue their dissections for themselves, and to pay the fee for the dissections only, and not to have to pay a £3 fee for the class they do not require.

4527. They do not want instruction, but to have an opportunity of dissecting for themselves?—Yes.

4528. Have you anything else to say on that point?—I do not know whether the hospital fees charged in Cork, come within the scope of the inquiry.

4529. You mean the fees charged by the gentlemen in the hospitals?—Yes.

4530. We have nothing to do with that. If you mean the fees which the hospital doctors charge the students for their hospital practice outside the fees which the College authorities charge?—That is what I mean.

4531. We cannot go into that?—That is all the evidence I have to volunteer.

4532. I am exceedingly obliged to you, and I speak the sentiments of the Commissioners in saying that you have given us your evidence in a very admirable manner. There is one branch of the subject now which Dr. Marston will take you on?—Thank you.

4533. Rev. Dr. MOLLOY.—You consider it desirable that the course of this College and that of the Royal University should be so adjusted that the students preparing for the examinations of the one should be also fitting themselves for the corresponding examinations of

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CORK. June 16, 1884. Patrick Blackall, esq.

the other?—As long as the majority of the students are going to the Royal University it would be desirable they should, but of course, if a large number of students were also going in for other examinations, it would hardly be altogether fair to them.

4534. Professor JACK.—Supposing these two courses of studying not to agree, have you any particular opinion as to the suitability of one course of study as compared with the other, for the instruction of medical students, apart altogether from their licensing?—You mean whether I consider that at the beginning of a man's second year he should know chemistry and anatomy as well as zoology and botany or not.

4535. Something of that kind?—I think it is desirable he should.

4536. That is to say you consider the College course, as in that respect, the better of the two?—I consider it is much the better of the two; but as long as the Royal University is as it is the students of the College or university centres will be greatly interfered with while the two examinations differ so materially. At the same time I really think the College course is much the better one.

4537. It has often been pointed out by university colleges that they consider themselves to know the suitable course better than a university of examiners, that if the Royal University course determined the Queen's College course it might occasionally do damage to medical students?—I do not think it is at all suited, as the examinations here are, to students.

4538. Dr. MARSTON.—If you are to be taken as a type of the sort of man the Professors teach, all I can say is that they cannot complain of the capacity of their pupils. I have been much interested in your evidence. You have gone over a large amount of ground, but I want to take you on some new ground. I will take you about the practical part. You are acquainted with the hospitals here?—Yes.

4539. Are the hospitals, in your opinion, too distant for clinical purposes to get the full benefit of them?—If a student were allowed time enough to take them out their distance would not interfere so materially; but when a student is taking out a number of them together and has to go from his lodgings to the Fever Hospital, from that to the general Infirmary, from that to the Lunatic Asylum, and from that to the College, he really is so fatigued in the evening that he is not in good form for reading.

4540. Are the students satisfied with the opportunities they have here for hospital practice?—To a large extent they are, but there is one department that they have not enough opportunity in, that is making *post-mortem* examinations. The opportunities for that are very limited.

4541. Is the clinical teaching in these hospitals satisfactory to the students?—Yes; very satisfactory.

4542. Are you practised in the hospitals in case taking, dressing, &c.?—Yes.

4543. And the students are satisfied that they get their full value out of them?—Yes.

4544.—Have you seen many operations here of a surgical kind?—A great many.

4545. Have you seen all the ordinary forms of contagious diseases here?—Yes.

4546. Typhoid fever, scarlatina, and so on?—Yes; while attending the fever hospital I saw all these.

4547. I am going to touch on delicate ground, but I would like to have a student's idea upon this:—Do you think there is a sufficient introduction of new blood into the staff of these hospitals from time to time for you to get the full benefit of the young and more energetic men, or have you to wait too long before they are brought in to the work?—For the last few years there has been a good deal of new blood introduced into one of the hospitals, and I think that was owing to the action of the students attending that hospital. They did all they could to get some senior members of the staff to resign, and some of them did resign. In that way there was a good deal of new blood admitted, and it did a great deal of good.

4548. Have you seen the Dublin schools and hospitals?—I never paid fees for hospitals in Dublin. I have seen them and been to them, and heard the clinical teaching, but I have never been a regular student. I never paid fees, and my name was not on the books.

4549. But you have had an opportunity of seeing the material for teaching, and have heard the teachers, and seen the instruments and appliances?—Yes; in a couple of the hospitals there.

4550. What is the result of the comparison that you have made?—The Dublin hospitals are a good deal larger and the practice very good; but the teachers who are good have so many students around them that you cannot go near them, and you cannot benefit by their teaching, whereas the teachers who are not very good, there is not much to be gained by being near them. Like that, here you have some that are good and some that are not so good; but as a rule you can come near all the clinical teachers, and generally benefit by their teaching; though in the middle of the session with some clinical teachers, their classes are larger than would be good for the senior students.

4551. But good men teach themselves. Have you an opportunity of teaching yourself? Can you practise the use of the stethoscope for yourself? Can you dress cases, put up fractures, and so on?—Yes.

4552. You are satisfied with the opportunities here?—Yes.

4553. You think you have sufficient opportunities here for learning your profession in its various branches—medicine, surgery, midwifery, and diseases of women and children?—It would be desirable if there was more opportunity for learning practice in the diseases of women and children. With regard to all the others, I think there is a great deal of opportunity.

4554. Then I may take it that as regards facilities for *post-mortem* examinations, for studying diseases of women and children, and want of the concentration of hospitals, these would seem to be pretty well what you think are the defects of the place in a practical way?—Yes.

4555. That correctly puts your case?—Yes.

4556. Touching the scholarships in this College, do you think your views would be summarized something in this way—that if these were more graduated they would be more popular with the students, and induce harder work? You would diminish their number and increase their value? You think that the medical faculty, having the larger number of students, should have a larger number of scholarships—that is to say, in the last three years one scholarship more?—With regard to medicine, that is right, and to some extent it is all right. I do not mean that the number of scholarships should be diminished, but that the first should be worth a good deal more than the last. At present in arts they are all of the same value.

4557. Am I to understand that, as it at present exists, the Royal University course exercises a bad effect in the sense that, the courses of the College and the Royal not being parallel, this militates against your chances of success?—Yes; our chances of success in the university.

4558. What opportunity have you in the hospitals of seeing the instruments used in your profession?—The surgeons generally let us see a great many instruments in the hospitals. They have a lot of instruments, and they let us see them very frequently. We see them without their using them.

4559. Have you had an opportunity of practically studying antiseptic surgery?—Yes.

4560. Speaking of the desirability of summer classes here, that is a point I had noted in my own mind. What subjects would you suggest should be taken in the summer classes?—A great many. For instance, botany and zoology could be very well taught, and, in fact, it would be a great deal a better time to teach them than in winter, because you would have more opportunities for practical work. There are more flowers to be had in summer.

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4561. Now that the curriculum is so heavy, it is very desirable to divide it?—Very desirable.

4562. That would increase very much your time for hospital practice?—Yes.

4563. Have you an opportunity of learning practical pharmacy?—That is one of the extra subjects required by the University which was not required before, and the students learn it. The students are taught it. They have to pay a special fee for being taught it.

4564. In the clinical teaching of the hospital are you ever asked to write prescriptions?—Frequently.

4565. I do not mean as to what is actually to be given, but as to what you would yourself suggest?—Yes. We are often asked to take a case together, to examine the case, and to specify our treatment.

4566. Your diagnosis and treatment?—Yes.

4567. Are you put in any competition with one another as to a case?—Yes; there are often a number of us asked about the same case, and, of course, as will happen with students that are not thoroughly up in their work, there will often be a good deal of difference of opinion; and the physician will then examine the case for himself, or perhaps he has examined it previously, and he will give us an examination about the disease, and then he might add some remarks of his own.

4568. Do you think there is a sufficient variety of disease in this place for you to get the full benefit of it?—We see all the ordinary surgical and medical cases and some other cases. We see some cases of diseases of women and children, but not so many as it would be well we should.

4569. Do you learn anything at all about dietetics in disease here?—Yes, in the hospital during the winter session. It is the practice to write out a full history of the case—at least at the medical side of the hospital, and this account includes not only symptoms, physical signs, medicines prescribed, and so on, but also the diet of the patient forms an important part of it. Everything is on the card. The card is hung over the patient's head, and the student has an opportunity of referring to it.

4570. You are quite satisfied with that?—Yes.

4571. Is there anything that you would like to add?—I do not know that I have anything more to add.

4572. Have you got your degree or licence?—No; I am reading for my degree at present.

4573. When do you go up for it?—In September next.

MICHAEL JOSEPH M'MULLEN, esq., C.E., Q.U.I., examined.

4574. CHAIRMAN.—What profession are you?—Civil engineer. I am city engineer here.

4575. Are you acquainted with this College?—Yes, I graduated here.

4576. Did you learn your profession here?—Yes.

4577. Did you take any degree in engineering?—Yes.

4578. When?—In 1876.

4579. Have you been practising your profession here since?—Yes.

4580. Are you acquainted with the scope of our inquiry?—Yes.

4581. Can you give information as to any of the heads of it?—As to the moderate character of the fees charged in the department of engineering I can.

4582. We will take what you wish to say?—The course of engineering extends over three years. The entire fees including College and class fees only amount to £29 10s. A man wishing to adopt the profession of engineering, and going the other way about it—that is, being bound to an engineer in practice—pays a large sum—over a hundred guineas—for a twelve months course. In the former case—that of a man educated in the College—he leaves it a trained man, in the other a large number receive no training at all.

4583. Is it not usual before the student leaves the engineering class for him to be bound an apprentice in an engineer's office?—It is not, and I have known instances where gentlemen got important appointments directly after they got their degree. My own case is one in point.

4584. You consider the fees are extremely moderate?—Extremely moderate.

4585. And the only suggestion you would be inclined to make would be that they should be raised?—No.

4586. Have you come in contact with those studying in the engineering school since you left?—Yes.

4587. What is the standard of education maintained in the engineering school?—If anything it has an upward tendency.

4588. Was the teaching of a good quality?—Decidedly. The men have great opportunities here.

4589. And from what you have seen of the gentlemen educated here since you left and the opportunities you have had of judging, you do not believe that standard has been lowered?—I have seen them doing well always. I think the amount given in scholarships in the engineering department is too low.

4590. What is your suggestion?—There are five scholarships. One should be only given to each year. There are at present two the first year, two the second year, and one the third. I think if there was only one in each year, and the amount increased, there would be more competition.

4591. And the scholarship to the man who won it would be more valuable?—Yes.

4592. Then as to the engineering department you agree with Mr. Blackall?—As regards the scholarships I do perfectly.

Mr. JAMES MAGNER examined.

4593. CHAIRMAN.—Are you a student of this College?—I am a student of medicine in this College, and a student in arts of the Royal University.

4594. Where did you matriculate?—In this College in 1880—in the session of 1880–81.

4595. What did you say you were in the Royal?—An arts student in the Royal.

4596. What stage have you reached in the Royal?—I have passed all the preliminary examinations for the degrees of arts and medicine, and go up this year for the M.D. in medicine and the B.A. in the Royal.

4597. You are entitled to get credit for the first years examination in arts?—No; I passed that. I took out no arts in this College.

4598. You are preparing for what?—My degree both in arts and in medicine.

4599. Have you any evidence to give us as to the standard of education maintained here?—Yes; very material evidence as to the standard of education.

4600. Does that refer to arts or to the medical?—To both.

4601. I would ask you not to travel over the same ground which has been so well travelled over by Mr. Blackall?—Very well.

4602. You heard his evidence?—Yes; but I mean to give you some points he did not give.

4603. Do you or do you not agree in the evidence

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CORK. June 10, 1884. Mr. James Magner.

Mr. Blackall has given us?—I agree with him in some points, and I disagree with him in more.

4604. Take your own course—deal with the standard of education?—The standard of education in the arts department of this College I consider very low, and in the medical department very high. The Professor of Greek said——

4605. Do not mind what the Professor of Greek said?—He said there was no such thing as a decent school in the South of Ireland. Now I was educated in Cork for ten years——

4606. In which school?—In one of the largest private schools of the city, which was kept by a gentleman who is now dead; and in St. Finn Barr's Seminary for a good number of years. As to the difference between the education in this College and the education in St. Finn Barr's Seminary, I will give an example. The first year I came here, in 1880-81, in Latin the amount of work gone over was the following:—For the first year students, five Satires of Horace, ten chapters of "De officiis" of Cicero, ninety-six lines of Latin verse, and sixteen exercises out of Part I. of Arnold's "Prose Composition." The second last year I was at St. Finn Barr's Seminary, the amount of work gone over was the following:—First book of "De officiis" of Cicero, two books of the "Odes" of Horace, and the "Art of Poetry," and fourteen or fifteen chapters of Tacitus, the whole of the "De Amicitia" and the greater part of the "Senectute" of Cicero. That in translation alone. That is the last year but one, and the last year a greater amount of work was gone over. I wish to give that as a comparison between the amount of work gone over here and in an intermediate school.

4607. Dr. STONEY.—Is the session of the same length in St. Finn Barr's and the Queen's College?—If all the time were put together there would be something more than a month or two months.

4608. CHAIRMAN.—St. Finn Barr's is larger?—Yes. On the standard of education I do not think I have any other material point on which to give. My opinion as to the medical education is that it is very good. I do not remember any other points in the arts study. As to the modes in which the rewards are distributed, I concur with everything Mr. Blackall has said.

4609. And as to the advantage of increasing some scholarships and grouping others?—Yes. As to the extent in which the Royal University is availed of by the students of these places I agree with him in a great measure.

4610. Tell us where you differ with him?—I do not remember exactly where I differ with him, but I mentioned one thing which escaped his memory.

4611. Tell us what occurs to you?—It occurs to me in connexion with the Royal University, that not only should medical students be compelled to take out a year in arts, but I think that any medical man, with means to go to a university, should be compelled to take out a degree in arts, but he should not be so hampered in the matter of fees, that if a poor man, he would not be able to do it. What is objectionable is the large number of extra courses the Royal University compels us to take out—fever, lunacy, vaccination, and so on. There was no operative surgery in the Queen's University. It was the practice to examine in operative surgery for the degree of M.Ch. The students have no objection to that, but they object to being compelled to pay for the learning that which they can learn without paying for. The fee is paid for the certificate and not for the attendance.

4612. Then the course of the Royal University is much more expensive on a student than a medical course followed in this College, by reason chiefly of the fees for extra subjects?—Very much more expensive; and as to the fees in this College, I have evidence to give. I agree with Mr. Blackall as to the evidence he gave in regard to anatomy and zoology, and also with his evidence as to compelling students to take out a third year in anatomy. The student in the third year generally commences to pay attention to his hospitals. The anatomy lecture commences here at twelve o'clock, hospitol is supposed to commence at nine o'clock, but does not for half-an-hour or so afterwards, and as the hospital is nearly a mile from this, it is only by leaving the clinical teaching of the hospital the student can get the anatomy lecture. What the student objects to here is being compelled to take out what the Royal University does not require from him. True there is no absolute compulsion, but there is a moral compulsion—the college refuses a prize to students who do not take out that course.

4613. Do you feel the same objection he does as to paying for dissections?—As this college is supported by a grant of public money to encourage the education of the middle classes, the dissecting-room should be supported by public money. Then we are willing to pay the expenses, and do not want a Professor of Anatomy or his assistants. We should be allowed to prosecute our dissections in our own way.

4614. You agree with Mr. Blackall, that the students of the third year do not require a professor or his assistants?—Thoroughly; his assistance is more a disadvantage than anything else.

4615. You would rather prosecute original research?—Not exactly original, but by aid of the book, which would fix it better in the student's memory than if it were done for him by either the Professor or his assistants. There is one separate fee charged by the Professor of Anatomy and Physiology for dissections. I wish to bring under notice there is great confusion as to what this fee is charged for. The College Council knows nothing about it. The Professor of Anatomy and Physiology accounts for it in no way.

4616. Is it a payment to the professor?—I believe formerly in this College the custom was to pay an amount of the money in trust. The balance was returned. At present I do not know what becomes of it. The Professor of Anatomy and Physiology may pocket it for all I know.

4617. Were you here yesterday?—I heard him state he applied it for the purpose of education, but he has no right to apply it without our consent.

4618. He applied it, he said, to the purposes of the anatomy school?—That is what I say. We pay it for dissecting——

4619. If you have anything to say on that question, we will be happy to take it in private. There are reasons why a subject of that kind should not be discussed in public, still less in the presence of the public press. You will understand that?—Yes; as to the fees charged for the third year in anatomy there is a special statute in the Calendar.

4620. Are you going to argue, that on the reading of the Act of Parliament and the Charter the fee ought not to be charged?—Yes.

4621. Then that is a matter we cannot entertain. You are going to make a case as to certain fees being charged which, in your opinion, ought not to be charged, and I may mention that we have no power with regard to the provisions of the statutes or to the College Charter. That matter must be dealt with by the Visitors of the College, but we will take, as a matter of fact, that a particular charge is made of a particular amount, and for a particular year. You understand the distinction?—Then I have nothing more to say.

4622. What is the fee charged for the third year of anatomy?—£3.

4623. Have we given you now an opportunity of saying all you wish to say. I assure you we wish to take the fullest information from everybody concerning every matter which is within the scope of our inquiry. Do not let me stop you?—Things may have gone out of my head.

4624. Dr. STONEY.—You consider the education in the medical faculty good?—Yes.

4625. And you have yourself gone through it?—Yes.

4626. And the education in the arts faculty you consider poor?—Yes.

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4627. You have not gone through it?—I beg your pardon, sir, I have large numbers of opportunities of judging, being associated with the students. I have seen class fellows from my school do great things at College, while far more brilliant students were still at school with the object of pursuing a university course. I have gone through an arts course at the Royal University—taken out lectures in arts objects.

4628. In this College?—Yes, in French.

4629. To what extent did you take out lectures in arts subjects?—In French, botany, and zoology.

4630. The arts lectures which you have taken out are only the arts lectures in the medical curriculum?—Yes.

4631. You have not taken an arts course?—I have mentioned that for the purpose of showing it gives me an opportunity of judging.

4632. Still the fact remains that the medical curriculum which you have gone through you consider to be strong, and the arts curriculum which you have not gone through you consider to be poor?—Yes, but I do not think that a fair way of putting it.

WILLIAM K. SULLIVAN, esq., President of Queen's College, Cork, re-examined.

Allow, me in the first place, to refer to the remarks about the histological laboratory and the physiological laboratory. I can understand a new student—of the last two or three years—making a mistake upon that point. Beginning with the biological laboratory, when I collected money for getting it up, there was not in England, Ireland, or Scotland, except at Kew, any similar laboratory. Thus, no student could know anything of the kind of practical work for which a fee was charged. Dr. Leith Adams, when the laboratory was to a certain extent completed, asked me about the question of fees. I told him I did not think a new subject like that could possibly have a fee put to it without having some experience. I thought it would be better if he would undertake to go on for a short time initiating and showing the practical work in this science; and he did so and charged no fee. From that tentative experiment the students assume that they have a right to get, as part of a course, that which was never given before in this country. As to the physiological laboratory, it was established here in the same way. There was not in the whole of the country a single physiological laboratory then, and even now there are very few. They were new at the time except in Germany and France. Consequently, in no part of the country—in the Queen's Colleges or in Dublin, I will venture to add even in the London schools—at the time that laboratory was established no student could assert he got the kind of knowledge given in the physiological laboratory. Therefore students have no right to say that it is part of the physiological course.

4633. CHAIRMAN.—Give us the date of the establishment of the physiological laboratory?—About four years ago.

4634. And also the date of the histological laboratory?—Certainly. The biological laboratory was made in connection with the plant houses between three and four years ago; and the other at the time of the alteration of the medical school. What was then the old lecture room in the medical school was converted into a physiological laboratory.

4635. Is there anything else you would like to say on the question of fees?—I think the only mistake Professor Charles has made in the question of fees was that he did not charge them for the fourth year.

4636. Dr. STONEY.—It is a matter of favour?—It is a matter of favour. He gave the fourth year for nothing, and he should not have done so.

4637. CHAIRMAN.—It was stated here—and I want to see whether it was correct or not—we were asking some questions as to what was done with what remained of the money of the scholarship fund, and one of the professors said portion of it was applied in the purchase of land, and also to the erection of a gate-lodge. What is the fact?—The question with regard to the balance was settled some time ago. After I came here I got the opinion of the Law Officers of the Crown as to who was the owner of the balance. They decided in favour of the College. The Treasury gave way in the matter, and the balance is now considered ours. Before I came here they had been looking for a botanical garden, which was always refused. I thought I should meet the Treasury by proposing that the College would furnish from the balance which stood to our account in the bank half the purchase money, and they gave us liberty to purchase the land, and get half the purchase money by a vote of Parliament. The purchase of a large part of the apparatus of the physiological laboratory was one of the first uses to which the balance was applied. The cost of the bottles and of the large addition to the models in the pathological museum, are also from that source. Part of the *materia medica* collection, and a portion of the apparatus for the biological laboratory were likewise provided from that source. The annual grant of £1,600 would go but a very little way towards doing all these things. We would not have been able to have a physiological or biological laboratory, nor many other things we have unless we had such a fund at our disposal.

4638. Then it was an error to say any portion of the fund was applied to the gate lodge?—Quite so.

4639. And all the land which has been purchased was for the purposes of a botanical garden, and used for that purpose?—Yes.

4640. Dr. STONEY.—The fund is not accumulated exclusively from lapsed scholarships, but also from other sources from which money accrues, as, for instance, during the interval which must elapse before a vacancy in a professorship can be filled. From every source in fact?—Yes, all the balances are now run into one fund.

4641. Professor JACK.—I understand you cannot apply any portion of that lapsed fund without the sanction of the Lord Lieutenant?—No.

4642. So that every case comes under the special notice of the Lord Lieutenant?—Yes. The whole thing comes also under the notice of the Auditor-General who looks very sharply into the matter.

4643. CHAIRMAN.—Is there anything else you wish to say?—I do not think there is anything more.

Professor STEPHEN O'SULLIVAN, M.D., M.CH., F.R.C.S.I., re-examined.

4644. Dr. MARSTON.—I believe you wish to explain some points in connexion with operative surgery?—I wish to explain with regard to the course of operative surgery, that prior to my appointment as professor there was no systematic course of operative surgery given in the College, but the demonstrators got permission from time to time from the Professor of Surgery to perform operative surgery for private classes. Since my appointment the systematic course of operative surgery has been introduced as a special course, and since last year as a recommended course in the curriculum of the College. I consider myself therefore responsible for the teaching of operative surgery in that course and permission has not been granted to the demonstrators to perform operations for their private classes.

4645. Is that all?—That is the substance of what I wish to explain.

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CORK.
June 10, 1884.

Marcus M. Hartog, M.A. D.SC., F.L.S.

Professor MARCUS M. HARTOG, M.A., D.SC., F.L.S., re-examined.

4646. Dr MARSTON.—You wish to make an explanation in reference to the overloading of the curriculum?—I thought of that matter before, of the overloading of the curriculum, but I omitted to mention it in my answer 4230. I thought the curriculum for the medical degree of the Royal University might be lightened, if the anatomy and physiology were removed from the professional and final part of it. It is done, I believe, in the Old Universities, in the University of London, and in the College of Surgeons, except for the fellowship, and in a number of other licensing bodies. It slipped from me the moment you asked me, and I wish therefore to put in this suggestion now.

J. J. Charles, M.A., D.SC., M.D., F.R.U.I.

Professor J. J. CHARLES, M.A., D.SC., M.D., F.R.U.I., re-examined.

4647. CHAIRMAN.—You, too, wish to make an explanation?—First, it was said that I have a higher standard here for the scholarships than I have for the examinations in the Royal University.

4648.—I do not think that was said?—It was said that the standard for scholarships was higher than the standard in the Royal University. I think that redounds to my credit rather than the reverse. The higher the standard for scholarships the better, and I look upon this as one of the causes of my success here

4649. Rev. Dr. MOLLOY.—Will you not keep it up in the Royal University, too?—I can scarcely maintain it as high there as here. The high standard does not interfere in the least with the number of students getting scholarships. Instead of preventing students being awarded scholarships, I do what I can to get them scholarships and exhibitions; indeed I never prevented any student getting a scholarship. It is said again that I have refused to give the students subjects for practical surgery.

4650. CHAIRMAN.—The only statement Mr. Blackall made was that they had no opportunities of practical study during the whole month of September?—I really cannot grant what he wishes. That is in the province of the Professor of Surgery. If the Professor of Surgery allows the student to perform operations I have not the least objection; but I will not go outside my line to injure the Professor of Surgery by allowing my assistant to work against him. It is said that the standard of examination is higher in the Royal University than in the Queen's, and that is one of the reasons why the students do not go up to the Royal.

4651. It was not that the standard was higher, but that there were a greater number of subjects?—I think that is not a serious objection. I think the standard in the Royal, so far as my subject is concerned, is about the same as it was in the Queen's University. About practical physiology, it is said that if a student takes the theoretical class, he ought, at the same time, be permitted to attend the practical without charge. I question whether there is any place in the world where such a privilege is allowed

4652. Professor JACK.—Is it within your knowledge that for practical classes in those subjects a separate fee is charged in other universities?—Always. Then the main charge made against me was——

4653. CHAIRMAN.—There was no charge whatever made against you. He simply stated things in existence here which he thought ought to be remedied. He made no charge. He stated facts?—Then I come to the main point, which is, that I do not allow the students to dissect in the third and fourth years without remuneration.

4654. That is a matter that we will ask you to mention to us in private?—I want to know an instance of a college where a student would be allowed to do such a thing. It is said that if a student does not want the teaching of the professor, he ought to be permitted to make use of the laboratory or dissecting room, and work for himself? Now I ask what answer would a student receive if he went to the Professor of Practical Chemistry and said—"I do not want any of your teaching, I can get on well without it, but I'll pay for whatever chemicals I use." I am trying to show the absurdity of the proposal.

4655. It is one of those things that would strike anybody. The only point is whether the student is bound to pay the fee in the third year or not?—That requires a few words of explanation. In the statutes of the college there is only one fee mentioned and only one course of practical anatomy. That course must include, therefore, not merely any lectures that are delivered on anatomy but also any assistance that is given in the dissecting room. In most colleges there are two courses to be paid for by the student under the head of anatomy. For instance in Trinity College Dublin, there are first the course of lectures or demonstrations, and second, the course of dissections. The course of dissections is really more expensive than the lectures; in all the schools of Dublin the fee for anatomy is £8 8s. This fee consists of two parts—£3 3s. for lectures and £5 5s. for dissections, a course which some students think they ought to get here for nothing. This fee of £5 5s. again is made up of £3 3s. for teaching in the dissecting room and £2 2s. for the subject. There is only the one course of anatomy in the Queen's Colleges: and it does not matter whether the student merely dissects or in addition attends the class, the fee is all the same. If the student must have a fee for each, then I am afraid it will be worse for the student than it is, as another fee will have to be added. What I hold is this. In the statutes it is stated that for practical chemistry or practical anatomy there is a fee of £3 for each attendance. This fee is not merely for the class. If it were merely for the class, the fee in practical chemistry should also be only for lectures. The words in the statute are "practical chemistry or practical anatomy." If the fee in the one is for a theoretical course; in the other it is also for a theoretical course. I hold that no matter how often the student attends the course of practical anatomy—once or fifty times—legally I am entitled, according to the statutes, to charge the student the full class fee; but in the three Queen's Colleges it has been privately arranged that after the student has taken the course three times, he becomes a *perpetual* student of the college. As to the payment of £1 for expenses being received as a deposit, I have only to say that there is no such arrangement in any medical school in Ireland. A uniform sum varying from £2 2s. in all the Dublin schools to 15 shillings in the Belfast school, is charged every student of the anatomical class; and no portion of it is under any circumstances ever returned in lieu of a portion or portions of the subject undissected by the student. But in return for any benefit, direct or indirect, which the professor derives from whatever surplus may remain out of the fund at the end of the session, the student is permitted to dissect in his fourth and subsequent sessions for a nominal sum. In the medical schools of Scotland a different plan is followed. The student is there charged according to the number of parts of the subject he dissects; and in that way the chance of a surplus is almost entirely removed. Last session I told my class that if the majority of the students wished, I should introduce this plan; but in that event I should of course be compelled to impose a fee for dissections in the fourth year, so that arrangement would not be as economical for the student as the present one. I am clearly of opinion that the existing arrangements regarding this fee in the Queen's Colleges is the best even from the student's point of view; and I know the great bulk of the students feel satisfied

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with it. But if any student can point me to any college where he will be treated better than here, I shall be ready to consider his case.

4656. We have nothing to do with individual cases, but only with the system of fees?—I do not know that I have anything further to say on that subject. This question is really one for the Visitors.

4657. The question of fees is entirely for the Visitors. All we have to do is to ascertain as a matter of fact what fees are charged?—That is all I have to say.

Mr. DANIEL O'CALLAGHAN examined.

Mr. Daniel O'Callaghan.

4658. CHAIRMAN.—You are a student in Queen's College, Cork?—Yes, I am a graduate of the Royal University, and a fourth year's student.

4659. Did you take the course in arts?—Yes.

4660. You wish to say something about the evidence of Mr. Magner?—Mr. Magner gave the amount of work done in Professor Lewis's class under the head "Standard of Education." I was in the class and got first prize at the end of the year, and I think the course of Latin gone over was nonsensical. Ten chapters of Cicero's "Offices" is a very small amount of work to go over in the session.

4661. Have you anything to add?—Mr. Farrington said that Professor Lewis's teaching was splendid. I have a different opinion. I must say I knew less Latin at the end of the year than I did going into the class.

CHAIRMAN.—That might not be Professor Lewis's fault.

Mr. DAVID R. P. SMITH examined.

Mr. David R. P. Smith.

4662. CHAIRMAN.—Are you a student in the College?—I attended the senior class in the year Mr. O'Callaghan attended the junior. I have finished my three years, and I have finished my three years in the College.

4663. Did you take a degree?—Not yet.

4664. Are you preparing for your degree?—I am.

4665. What do you wish to say?—I wish to say that the quality of the teaching given in Professor Lewis's class was of a very high order, and every gentleman competent to form an opinion has arrived at a different conclusion from what Mr. O'Callaghan stated to-day.

4666. You were senior in the same year?—Yes.

4667. And you wish to testify your opinion on the subject?—Yes.

WILLIAM A. WHITELEGGE, esq., examined.

William A. Whitelegge.

4668. CHAIRMAN.—Are you a student of the College?—I am a student in medicine, and I have gone through the course in arts.

4669. You are a B.A.?—Yes.

4670. You wish to give some evidence?—I wish to confirm the opinion of Mr. Smith in reference to Professor Lewis. I think his teaching was of a very high character indeed.

4671. Mr. *Magner*.—I would like Mr. Lynch to be called to corroborate my evidence; and in proof of that very few literary scholars take out Professor Lewis's classes.

4672. Mr. *O'Callaghan*.—And in proof of what I say, as a matter of fact, the Professor of Greek——.

4673. CHAIRMAN.—There is no conflict of evidence between the two gentlemen examined and you and Mr. Magner. They speak of a senior and you of a junior class.

4674. Mr. *O'Callaghan*.—Mr. Whitelegge was in the same class I attended; but about my opinion, that I know for a fact.

4675. CHAIRMAN.—We have your evidence and Mr. Magner's evidence, and the evidence of the other two gentlemen. It will be for us to decide.

4676. Professor *O'Ryan*.—May I offer a remark, as a professor, with reference to their evidence?

4677. CHAIRMAN.—I do not wish to go further into this class of evidence, and for this reason, that it seems to me it would rather affect the discipline of the College.

W. K. SULLIVAN, esq., PH.D., D.SC., M.R.I.A., President of Queen's College, Cork, recalled.

W. K. Sullivan, esq., PH.D., D.SC., M.R.I.A.

4680. CHAIRMAN.—Dr. Sullivan, you have heard evidence given as to the fee of £1 charged by the Professor of Anatomy for the dissections?—It is not a fee properly so called. It is a private arrangement, or private contract, which the Professor of Anatomy makes in order to supply subjects to the students. It is not looked upon as a matter at all pertaining to the College, because the Anatomy Act licenses not the College but the Professor of Anatomy, and, as such, it is entirely in his domain. In the schools that I was many years connected with—indeed I do not know any place in Europe where the idea would be entertained of auditing accounts on the subject.

4681. Is that fee or payment, as you choose to call it, a matter over which the College has no supervision? None.

4682. Does the payment in any way pass through the College books?—Certainly not.

The Commissioners then adjourned into a private room, and sat with closed doors.

Mr. JAMES MAGNER, re-examined.

Mr. James Magner.

4683. CHAIRMAN.—With reference to the fee for dissections, it is a very delicate subject, but we want to give you the fullest opportunity of telling us, so far as you can. What is the fee charged?—£1. There are several reasons why my evidence should be given. The matter has been agitated very largely, and it is a grievance among the students.

4684. There is a fee of £1 charged?—Yes.

4685. And that is for dissections?—Yes.

4686. That covers all the expenses in connexion with the subjects?—Yes. The President gave evidence in my hearing just now to the effect that it was a private arrangement between the Professor of Anatomy and the students.

4687. Answer a few questions. The President has given us evidence that it is on arrangement?—Yes.

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Cork.
June 10, 1884.
Mr. James Magner.

4688. Do you know anything at all of the arrangements in other medical schools?—We know the arrangements here before Professor Charles came.

4689. Do you know the arrangements in any of the medical schools besides this?—We know the arrangements in some of the private schools in Dublin; but I do not see any analogy between an endowed school here, and an unendowed school in Dublin.

4690. Can you give any evidence apart from what you have heard from others?—The very great bulk of the subjects brought to this College come from the Cork workhouse.

4691. How do you know?—I have special reasons for knowing it.

4692. How do you know?—I have reason to know it, for a brother of mine is the Resident Medical Officer of the workhouse, and it is he who has charge of the subjects supplied here.

4693. I wanted to find out was it your brother told you?—Yes.

4694. Do you know anything about where the subjects came from except what your brother told you?—Well, almost all the subjects which come to this College come from the workhouse.

4695. Do you know anything as to where the subjects came from except what your brother told you?—I think that is rather a queer question, sir.

4696. Let us judge of that?—I do. I know that a very few come from the lunatic asylum.

4697. Do you also know that from having been told it by somebody?—Partly from having been told by somebody, and noticing the difference between the amount that came from the workhouse, and the total amount that came to the dissecting room.

4698. Can you know what came from the lunatic asylum, or do you know, except from hearsay?—I can know the amount that comes from the workhouse.

4699. Can you know, except from hearsay?—By seeing the returns.

4700. Then, except from what you have seen in returns, or from what you have been told, you do not know where the subjects come from?—It is admitted by everyone.

4701. Do not mind whether it is admitted or not—answer the question?—I have the evidence of my own eyesight.

4702. That you have seen certain bodies come to the dissecting room?—Yes.

4703. You have been told in some instances, or you have seen returns which led you to believe they have come from the workhouse, or from the Cork Lunatic Asylum?—I have seen the bodies leave the Cork workhouse to come here.

4704. How many times have you seen the bodies leave the Cork workhouse?—I could not tell you.

4705. More than once?—Often and often. In fact often while at my brother's house in the workhouse, the porter of the Professor of Anatomy has come to the house.

4706. Indicate the nature of any further evidence you wish to offer?—Evidence about the fees.

4707. That is the £1?—Yes that is what I mean. Before the present Professor of Anatomy and Physiology came here, the balance after all the expenses of the subjects were defrayed was returned to the students.

4708. What was paid?—£1 was paid in trust; but the balance over and above the amount of defraying all the expenses of purchasing the subjects, and the other requirements was returned to the students.

4709. Then is your complaint that there is no account made on these points?—Yes.

4710. And that is the only complaint. Let me understand. £1 is paid to defray the expenses of the subjects, and your complaint is that what is over and above the payment of expenses should be returned?—Yes.

4711. And to show what the surplus was that the professor should account?—Yes.

4712. And that is the whole of your complaint?—I think this too. The professor states that he applies it to other uses, and I say he has no right to apply our money to other uses.

4713. That seems to be involved in the other question. But your complaint is that the professor gets £1 for the expenses of dissection, and you claim to have the balance returned, and you think he ought to give you an account. That is all?—I have other evidence to give to this effect. Every student coming to the college, up to very late in this session, has been required to dissect two parts the first year and three parts the second year; so that, exclusive of the brain, the student would dissect half a subject in two sessions and a whole subject in four sessions. Now, in four sessions he pays £4, so that the Professor of Anatomy gets £4 for each subject. All the expense to the workhouse is 28*s.*, and we want to know what becomes of the surplus.

4714. Surely the one subject will not last for the four sessions?—It is distributed so among the students.

4715. Does not that come to this that you think £1 too much to charge?—Entirely too much.

4716. Is not that the meaning of the complaint?—Yes.

4717. That is the real substance of the complaint?—Yes. We have no objection to put down £1 as a deposit.

4718. I suppose you and the other medical students acting with you in this matter have no objection that the Professor of Anatomy should be completely indemnified against any expenses in procuring the subjects?—Not the slightest.

4719. And if the subjects cost £1 you would have no objection to pay it?—Not the slightest.

4720. You think the cost does not amount to the £1 and you ought to get the difference back?—I am sure of it. It is not about the money, but the right or wrong of the thing I am here.

4721. What opinion have you formed, in your own mind, as to the surplus that ought to be coming to you or to the students out of this fund?—That depends on the number of the students. This year, I think, there were about 207 students who took it out and, to the best of my belief, there ought to be £100 coming to the students. That is, of course, speaking roughly.

4722. I want to ascertain what the students' idea was as to the matter of expense?—I may also mention that before the present Professor of Anatomy and Physiology came to this College students were not required to take out the third course in anatomy, and they got dissections in the two last years for the £1 each year.

4723. You have no means of ascertaining the incidental expenses that would be attached to those subjects. I mean quite apart from the cost of procuring them. I need not suggest that there would be a good many expenses?—Principally on account of the fact that the subjects do not come singly. There are some things cannot be too closely inquired into. I think 5*s.* for each subject would be the outside of the incidental expenses.

4724. Have you taken that into account in estimating that sum you gave me a moment ago as being the surplus?—Roughly speaking I have. I could give you the individual amount on each subject, and the amount the Professor of Anatomy receives for the subject; but I have made no calculation of the whole sum, and £100 is a very large sum.

4725. Rev. Dr. Molloy.—It might be £80?—It might be £80.

4726. The £1 is charged for the expenses of getting the subjects. You consider, rightly or wrongly, that the subjects do not cost that money, and you think the students have a right at the end of the session to get back the surplus?—Yes, as they used to get it from the former professor.

4727. But if you were satisfied either that the expenses came up to the £1, or that any surplus was applied, not to the private emolument of the professor,

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but to the improvement of the school, would you require the balance to come back to you?—I would be satisfied if expended on the fittings of the dissecting room, but not if applied to pay the demonstrators, who ought to be paid out of the lecture fee.

4728. That is, if the balance was applied to the material improvement of the school, but not to the demonstrators?—It is a great complaint among the students that the fittings of the dissecting-room are inadequate.

4729. In other words, you look on the payment of the demonstrators as so much to the benefit of the professor?—Yes. It is not to the amount of money he gets, but the pure matter of right or wrong.

4730. Dr. MARSTON.—It is a question of principle?—Yes. There is other evidence.

4731. CHAIRMAN.—The usual course is, if you wish to add anything to your evidence, to submit it in writing after the formal inquiry is closed?—I can do it in writing; but I don't know if it is pertinent to the inquiry. I would like to have something about the requirements of the library. There was evidence given about the instruments, and I think that the books that come into the library have just as much to do with the facilities afforded for education as the instruments—in fact, much more so.

4732. As this matter about the library is one about which we have some doubt, in reference to whether it comes within the scope of our inquiry or not, I would ask you, if it be not too much trouble, to put it in writing. We will take it as a statement from you, and consider whether we can insert it on the minutes or not?—Very well.

4733. Have you said all you wish to say on the other point about dissections?—I said all I wished to say, with the exception of the facilities of education, on which I purpose sending in a statement as to the library, and a few things about instruments and the College.

4734*. If you send in a statement we will consider how far we can receive it.

J. J. CHARLES, ESQ., M.A., D.SC., M.D., F.R.U.I., was recalled.

4735. CHAIRMAN.—The sum and substance of Mr Magner's evidence is this—They pay £1 for the dissections. They say that up to your appointment this sum was paid in trust, and that the students at the end of the session got back any surplus that remained. They say that they are willing to pay the £1 if it was all exhausted either in the supplying of the subjects, or was applied in the material service of the school. But they consider it a grievance that any portion of the surplus, if there is a surplus, should be applied to the payment of the demonstrator of anatomy, because that indirectly benefits the Professor?—I understand.

4736. He also stated that the surplus amounted to a very considerable sum—to something over £100?—With regard to the statement that my predecessor received the sum of £1 in trust for the students, I have only to say that no evidence to prove that such was the case has ever been produced; at any rate, it is a fact that such a plan is not adopted at present in any medical school in Ireland. This payment for expenses is a customary charge in all medical schools. It is, first, for obtaining the subjects. I get no subjects from any place free of charge.

4737. Then answer my questions. Do you make any charge to the students attending the anatomical school for dissections?—Yes, I do, for the expenses of the dissecting room.

4738. What is the charge?—One pound.

4739. Does that charge include the procuring of subjects and paying all the expenses in connexion with the procuring of subjects?—Yes.

4740. Does that also include the expense of disposing of the subjects after the dissections are over?—Yes.

4741. Is there any surplus remaining at the end of the year from the sum of money so charged?—There may be, if only the expenses in connexion with the procuring and disposal of the remains of the subjects be taken into account.

4742. What is your surplus?—The amount depends upon various circumstances.

4743. Are there, in addition to the expenses you have mentioned, other expenses in connexion with the preparation and the distribution and the preservation of the subjects?—Yes.

4744. Are there expenses in addition to these in connection with observing the provisions of the Anatomy Act?—Yes. And I may mention that in Dublin the gentleman who is entrusted to carry out the arrangements in connexion with the conveyance and burial of subjects, to make the anatomical returns to the Inspector of Anatomy, and pay the petty cost expenses, receives a salary of at least £100 a year out of the money paid by students for subjects; and the medical gentleman who discharges the duties of secretary is granted a yearly allowance of £50 out of the same fund. In Cork a considerable amount of this work devolves on one or more of my demonstrators; consequently if any portion of the students' payments falls to their lot, they are in my opinion fully entitled to it. Some person must be paid for doing the work, as I undertake only a part of it myself.

4745. Taking all those expenses together, is there any surplus at the end of the session remaining out of this charge?—According to my arrangements there would not in one sense be any surplus, as the entire fund is applied by me for the purposes of the school and in increasing its efficiency.

4746. Dr. MARSTON.—In increasing the efficient working of the dissecting room?—Yes.

* The witness sent in no further statement. N. D. M.

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Galway. June 12, 1884.

EIGHTH DAY—THURSDAY, JUNE 12TH, 1884.

AT QUEEN'S COLLEGE, GALWAY.

Present—R. P. Carton, Esq., Q.C., Chairman.

Rev. Gerald Molloy, D.D., F.R.U.I.; George Johnstone Stoney, Esq., M.A., D.SC., F.R.S.; William Jack, LL.D.; and Deputy Surgeon-General Marston, M.D.; with N. D. Murphy, Junr., Esq., Secretary.

Thomas W. Moffett, esq., LL.D., D.LIT.

Thomas W. Moffett, esq., LL.D., D.LIT., President of Queen's College, Galway, examined.

4747. Chairman.—You are the President of the College, Dr. Moffett?—I am President and Professor.

4748. What chair do you fill in addition to being President?—I fill the chair of English language, English literature, logic, metaphysics, and history.

4749. How long have you been President and Professor here?—I have been Professor nearly thirty-five years, and President a little more than seven.

4750. Therefore you are thoroughly acquainted with the working of the College. I find in looking over some of your reports that you complain of the students coming here imperfectly prepared. In your report, for example, for 1881-82 you mention that fact?—Yes.

4751. You say that the students come here imperfectly prepared?—Yes.

4752. Is that so?—Yes, many of them.

4753. And has that been the condition of the students coming here for some time?—You know that there are degrees of preparation and perfection. I believe that they are as well prepared as those of most colleges in the United Kingdom. I believe that our matriculation examination, for instance, is as stringent as that of any college in the United Kingdom, with the exception of the London University.

4754. At page 6 of the Report for 1881-82, this is the passage I refer to:—

"Many of them come up imperfectly prepared it is true. I speak, of course, only from my own observation; but many of them also full of eagerness to learn, ambitious, and with an ardour for work that requires to be checked rather than stimulated."

Does that fairly represent the educational status of the students coming to the College?—Of a portion of them; some of them come admirably prepared.

4755. Would you say that description applies to the majority or to the minority?—I should say that nearly all of them come up in a sufficient state to avail themselves of the education they get here.

4756. The matriculation examination you say is as severe as at any of the colleges you are aware of?—It is certainly as severe as it is at Trinity College, Dublin, with which I am personally acquainted, because I was for a long time private tutor at Trinity College. In other colleges there is no matriculation. I was lately reading the evidence given before the Commissioners of the Universities of Scotland, in which it was stated that to make their matriculation examination a very stringent one would be to exclude from university education the greater part of the intelligent youth of Scotland. These are the Commissioners of 1876-78, and there is remarkable testimony given. Professor Huxley asks Professor Tait:—"Considering what examinations are at present, is it not sometimes an advantage to have the men coming to you knowing nothing"?—"I am quite prepared to say so," Professor Tait said. That cannot be said of any students coming here.

4757. You do not agree with that?—No, I do not.

4758. I observe in more than one of your remarks you attach great importance to the students attending the arts course?—Yes.

4759. Speaking in the same report, you say that it is the preparation for all the learned professions, and you would lay very great stress upon the importance of students attending the arts course here?—Yes.

4760. Am I right in saying that the number of students attending the arts course at present in College is 113?—No; we have no such number attending the arts course. The number is forty-seven.

4761. 113 would seem to be the entire number of students?—103.

4762. Does that fairly represent the number of students in the arts course?—I think it does, pretty much. We have the returns of the arts course ever since the opening of the College.

4763. It may shorten the inquiry to ask a general question. Have you any objection that we should take your reports for the last five years, with which you have been good enough to furnish us as part of your evidence?—I have no objection.

4764. And we may assume that the figures there and the statistics are correct?—Certainly.

4765. According to the regulations of the College, the arts course is divided into four years?—Three years.

4766. That is the undergraduate course?—For senior scholars there is a fourth year. The senior scholar is necessarily a graduate. He has passed through the three years curriculum.

4767. Under the rules of the Queen's University, a senior scholar should be a graduate?—Yes.

4768. Has no alteration been made since the abolition of the Queen's University?—There is a new statute which alters that.

4769. When was the new statute?—

Dr. *Allman*.—The Queen's Letter is in my possession, and I will go for it.

4770. He need not be a graduate of the Royal University now?—No.

4771. Under what authority was the former statute dispensed with, and the new provision as to senior scholarship substituted?—Under the Royal warrant.

4772. Can you give us the date?—The Bursar is gone for the Queen's letter, which will be handed in.

4773. There are certain examinations to be passed each year by the different students of the arts course to entitle them to compete for the scholarship. How many examinations are there?—One in the year. At the close of the year there is a sessional examination.

4774. Then your practice here is slightly different from the other colleges—you have but one examination?—One sessional at the close of the session.

4775. There is what you call here a supplementary examination?—The supplementary examination is given in case the student should be ill.

4776. Then, in point of fact, the supplementary examination is really the sessional?—Yes.

4777. When is the sessional examination held?—At the end of the session.

4778. And the supplementary examination is held in October?—Yes.

4779. When are the examinations for the junior scholarships held?—In October and November.

4780. Were they always held in October and November?—Always.

4781. There has been no change made in the time of holding the scholarship examination?—I think there has been a slight postponement.

[*Dr. Allman*, the Bursar.—About a week or ten days.

4782. Chairman.—May we take it that the postponement is only a week or ten days?—*Dr. Allman*.—Yes; the reason for the postponement is to know

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the results of the matriculation examination of the Royal University, before the examination for junior scholarships of the first year commences. One year, great inconvenience was caused to the students—some of whom came from a distance—who, on account of the results of the matriculation examination of the Royal not being declared insufficient time, were obliged to pass two matriculation examinations. To provide against the recurrence of this inconvenience the Council deferred the date of these examinations.

4783. Then the scholarship examinations are not held until after the result of the matriculation examinations at the Royal?—Yes; the first year's scholarships.]

4784. Are the first year's scholarships tenable for a year?—Yes.

4785. There is a provision in your calendar enabling the first year's examination to be held at the end of the year. Then there is a second year's scholarship, and that is biannial?—It lasts for two years.

4786. Then may I take it that the scholarships here are awarded in the same way as in Cork and Belfast, and tenable for the year?—The first year.

4787. And at the end of the first year?—At the beginning of the second.

4788. There is a further examination and there are scholarships then tenable for two years?—Yes, for two years.

4789. According to the rules of the College may a student who has matriculated in either Belfast or Cork, come down here for the entrance scholarship?—Yes.

4790. And if he has passed his first year in Belfast or Cork, and passed the requisite examination, may he come down here and compete for the scholarship?—Yes, for the scholarship of the second year.

4791. And in the same way in the second year?—Yes.

4792. The students of Belfast and Cork are held to be on the same footing as the students of this College, and the lectures of those Colleges are considered the same as the lectures here?—Yes.

4793. Does it often happen that students come from Belfast to compete against the students properly belonging to Galway for those scholarships?—Students come from Ulster and students probably come from Belfast to compete for the second year.

4794. Does it ever happen that matriculated students in Belfast, come here for the entrance scholarship?—Yes, I should think so.

[Dr. *Allman*.—Very seldom.]

4795. Dr. *Moffett* (President).—Dr. Allman, and Dr. Townsend, the Registrar and Bursar respectively, are very familiar with the matter and will tell you.

4796. CHAIRMAN.—You mentioned that a good number came here from Ulster?—Yes, a considerable number.

4797. I suppose also the Registrar will be able to tell us as to those senior scholarships. You have given us the total number of competitors in several years for the entire seven senior scholarships?—Yes.

4798. But if we wanted to ascertain how many competitors there were for a particular scholarship we would be able to get that from the Registrar?—Yes. I think I should be allowed to make a remark about the students coming from Ulster, as it was dwelt upon in Belfast. The impression was created that students of an inferior grade come here.

4799. It was a statement made, not an impression?—It has been found by actual experience that the students here are not at all inferior in intellectual capacity to those of Ulster, and that some other causes operate. That statement was first made in 1874. It was stated that the Ulster Presbyterians came down here because there is less competition. At the September university examinations it so happened that Professor Tyrrell, of Trinity College, Dublin, a man whose authority as a classical scholar is recognised throughout the United Kingdom, was the examiner, and he stated expressly that the three best Latinists came from Galway College. One of these came from Ulster; the other was a Galway man from Athenry, and with respect to that gentleman his eminence was so remarkable, we advised him to go to Oxford, where he achieved a distinguished position; but unhappily the waters of the Isis closed over him there shortly afterwards. Professor Tyrrell says—

"In the recent university examination held at Dublin Castle, I was an examiner. I was greatly pleased with the answering of many of the candidates. That of Messrs. O'Connor, Farrelly, and Kerr, especially impressed me as showing a style and finish not often found except in more mature scholars. Mr. O'Connor's Latin prose was an admirable composition."

Mr. Farrelly had the high honour of being the first person elected to represent the graduates in convocation of the Royal University. He and Mr. O'Connor were Catholic.

4800. When was that?—In 1875.

4801. I find in page 16 of the calendar this statement as to the standard required for the junior scholarship.

"The number placed opposite each subject shall be the standard mark, and no mark under one-fifth of the standard mark shall be taken into account in any subject. An absolute zero shall not disqualify a candidate, provided he shall not obtain the minimum; but a candidate shall be disqualified if he has not obtained the minimum mark in Greek, Latin, and one at least of the two modern languages."

Am I to understand that one-fifth of the standard mark, that is 20 per cent. is the minimum?—That is so.

4802. Are we to understand, that supposing a candidate has got 20 per cent. on all the subjects, you would consider him entitled to a junior scholarship?—Not necessarily.

[Dr. *Townsend*.—His marks would not count at all' then.

4803. No mark under one-fifth would count at all?—He would have no chance of a scholarship.]

4804. Have you fixed any standard which you think should be attained by a student for a scholarship, or does it depend entirely on your judgment of the paper, quite irrespective of marks?—On the general impression. The marks aid us very much; but I should be sorry to be altogether guided by marks.

4805. Have you arrived at any standard which you think the student should have attained before deserving a scholarship?—Not an absolute standard. We form an opinion of the student's capacity and attainments.

4806. I gather from the statement on the calendar, that you adopt a uniform number for the marking for each paper?—Yes.

4807. That is, you fix on a certain figure, and each professor is not allowed to mark according to a method of his own?—Yes.

4808. But then you tell me the more mark is not what guides you, but you only use the mark as an aid?—It is used as an aid. We are not guided absolutely by it.

4809. In your own subjects in the examination for the scholarship, is any other examiner associated with you?—Yes.

4810. Take a particular scholarship in a particular subject. Is the examiner for that subject a professor of that class, or is there associated with that professor another examiner?—The Professor of Greek would be associated with the Professor of Latin in the literary scholarship.

4811. That is in his own department; but you would examine exclusively in yours?—Yes.

4812. Does the awarding of the scholarships depend on the report you would make on the examination papers, or do you submit that to the Council, and is it by the Council the award is made?—The examiners meet together, prepare their marks, and then they agree to recommend certain candidates to the Council for the scholarships.

4813. In your particular subject would any other

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GALWAY.
June 12, 1884.

Thomas W. Moffett, esq., LL.D., D.Litt.

professor be called in to aid you as it were in forming a judgment on your paper?—No.

4814. That is exclusively done by the professor of the particular subject?—Yes.

4815. Can you tell the Commission, in your particular subject, what is the lowest mark you ever know a student to get on which he obtained a scholarship?—I must be guided considerably by the marking of the other examiners.

4816. That anticipates what I was going to ask. Supposing in your particular subject he got a very low mark, but that he did very well either in Greek or Latin or Greek and Latin, would that be taken into account?—Of course it would be put to his credit.

4817. Is it an absolute system of compensation you adopt, or simply what the general opinion of all the examiners together would be?—Of course a scholarship cannot be awarded except on their joint report.

4818. Do the examiners make a joint report?—Yes, and sign it.

4819. And that comes before the Council?—Yes.

4820. And if the Council had any difficulty they would refer to the examiner on whose paper the difficulty might arise?—Yes, in a question of that kind the report would be referred back to the examiners.

4821 Would the examiners give in their marks to the Council?—Yes, they give in their marks, and recommend.

4822. Are the marks preserved?—They are. I have them here.

4823. You are on the Senate of the Royal University?—I am.

4824. You are aware of the provision of the statute that the value of a scholarship won in a college endowed with public money is deducted from the amount of a scholarship won in the Royal University?—Yes.

4825. Has it happened with you that a student here would win an exhibition in the Royal in the examinations held in September, and then come down here to the examination which is not held until November and December, and win a scholarship, and hold the two together? Are there two cases?—Not two cases

4826. It appears from the return which you were good enough to furnish us with, that Mr. Thompson did?—There is only one. I have got that case.

4827. Here are the facts: Mr. William H. Thompson got an exhibition value fifty pounds in the university examination for the degree of M.D. in October, 1883?—The Registrar has got the particulars of that.

[Dr. *Townsend*, (Registrar)—He ceased all connexion with us after that—at the degree examination.

4828. Is that strictly correct, because here is your return, so that he has attended College this year?—As demonstrator of anatomy merely.

4829. From this it appears that he got senior scholarship in anatomy and physiology. The return asked for the names of all the students now reading in the College who have gained scholarships, or exhibitions of the College. You wish to correct that by stating that he is not reading in the College but is a demonstrator of anatomy?—He is a demonstrator of anatomy. He is attending a voluntary class besides being demonstrator of anatomy.

4830. Then he is reading in the College?—Yes.

4831. As I said, in October, 1883, he got an exhibition of £50; and he then appears to have come down here in December, 1883, and got a senior scholarship of £40, tenable for one year—that is two months after he got the scholarship in the Royal University he got the scholarship of £40 here?—Yes.]

4832. In the same way Michael O'Shaughnessy got an exhibition value £20 at the second professional examination in engineering, in October, 1883, and he is now reading in the College?—He is third year's scholar in engineering.

4833. About a month after he obtained the exhibition he came here, and obtained in his third year a scholarship for £20?—[Dr. *Townsend*—Yes; but he was not a scholar of this College at the time he obtained the exhibition.

4834. But as a matter of fact as the statute of the Royal University, and the Act of Parliament stand, there is nothing to prevent a student coming up to the Royal in September and gaining as many exhibitions as he can, and holding those exhibitions, coming down here, and in November or December gaining a scholarship too?—There is nothing to hinder him in the Act.

4835. I am not saying there is?—It is quite right. The exhibition is paid in one sum and not in instalments.

4836. Do you know as a matter of fact when are the exhibitions won in October in the Royal University paid?—They are paid immediately.

4837. He probably had the £50 in his pocket when he came down here and won his scholarship?—It was awarded to him at all events.]

4838. Do not misunderstand me. I do not say there is any evasion of the statute at all. We only want to get at the facts?—Dr. *Moffett*—There are two other cases where students who received exhibitions in the Royal did not get the money because they were holding scholarships here.

4839. We quite understand that. It comes within both the spirit and letter of the Act. We will take the report of 1881-82, p. 8:—

"The assertion is constantly made that students are attracted to the Colleges by the rich rewards, in the shape of scholarships, which are bestowed with a liberal hand. A simple statement will dispose of this imputation. The entire sum placed at the disposal of each College for prizes to undergraduates is £1,180. Of this sum £100 is distributed at the end of each session in book premiums; the remaining £1,080 is divided into scholarships and exhibitions, varying in amount from £25 to about £15, and which, with the exception of scholarships in arts of the second year, are tenable for one year only. There are, besides, eight scholarships in each College, limited to graduates, and likewise tenable for one year, of the value of £40 each."

4840. You do not mean that £1,180 is the entire amount, but £1,180 *plus* the senior scholarships?—Of course.

4841. On looking over the list of the expenditure of the College, I find that you have been expending a great deal more than that in exhibitions and prizes?—Yes, because it is in the power of the Council to apply other funds.

4842. I find, according to my calculation, that the entire amount that would be applicable under the rules of the College in one year would be £1,500?—Yes.

4843. Supposing all the scholarships were filled?—Yes.

4844. I find in 1880-81 that £1,785 was expended, and in the four years, taking an average, I find that in exhibitions and scholarships £1,699 has been spent. Kindly explain how that is, or would you rather I would ask the Bursar?—That arose from our giving additional exhibitions, because we thought the students deserving of them

4845. Then do I understand that because there is a surplus from one year on account of either the non-competition or the want of merit in the candidates, there is a surplus unapplied which is carried over to the next year, and that you spend that in exhibitions?—Not necessarily in exhibitions. If they are deserved we may.

4846. But you have power to do it within a year?—It is not limited to a year.

[Dr. *Allman* (Bursar)—It is not any money from scholarships, but any money whatever that has not been spent at the end of the year. This the Council have full power to expend in the augmentation and foundation of scholarships and exhibitions and other prizes without applying to the Lord Lieutenant. I will hand in the statutes.

4847. CHAIRMAN—It is no part of our duty to inquire as to the right but to ascertain, as a matter of fact, that there are sums arising from exhibitions and scholarships?—Dr. *Allman*—Not only these, but

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from other sources. For example—if there were a professorship vacant at any time. It is the facts I wish to let you know. You see by the charter that if any sum whatever remains unexpended at the end of the year, whether that sum is created in one way or another, the Council have full power to apply that sum for the augmentation of scholarships, or so on, without going to the Lord Lieutenant or any other person whatsoever, and it is under this statute that it has been done.

4848. We were told in Belfast that the unapplied surplus should be expended within the following year, and if it remained unexpended within the following year you should get the Lord Lieutenant's warrant; but it appears to me your reading is correct?—Dr. *Allman*—But they have not had those sums to dispose of which we have had. That is the difficulty.

Rev. Dr. MOLLOY—So they told us; they have very little.]

Dr. *Moffett*—Allow me to remark: I think the word "scholarship" is a very misleading expression, and for the sake of the general public I wish it to be understood. As I happened to have the privilege to be a scholar of Trinity College, Dublin—one of the many benefits I owe to that University—I wish to say the scholarship I held at Trinity, and which was a type of all scholarships, was worth about thirteen of the junior scholarships of this College. The senior scholarships—our highest rewards of learning—are worth each £40. The scholarship which a sizar would obtain would be equal to about nine of the senior scholarships. I make this explanation because the general impression of people unacquainted with the Queen's Colleges, when their scholarships are spoken of, is that they are like the Trinity College scholarships.

4849. You agree with what has been stated elsewhere, that so far as junior and senior scholarships, which are only tenable for one year are concerned, an exhibition would be the proper name for them, not a scholarship?—Yes, in Aberdeen, 582 students in the arts course, and there are 282 bursaries; these bursaries more correctly represent the scholarships of the Queen's College.

4850. Then it is the second year in arts scholarships that more properly should be described as scholarships, and the others exhibitions?—Yes, the pecuniary value of the scholarship amounts to about 1*s.* 1*d.* per day.

4851. Have you found in the College any falling off in the medical school, at all?—Very great.

4852. To what do you attribute that?—I certainly attribute it almost entirely to the dissolution of the Queen's University.

4853. Do you attribute it in any way to the compulsory rule of the Royal University, that students in medicine, intending to take a degree in the Royal University, must pass the first university examination in arts?—I think that does operate to a considerable degree, it is looked upon as a hardship by the class of men going for education.

4854. That makes the medical students course five years instead of four?—Yes; and I recollect, the late Sir Dominic Corrigan, who was one of the highest authorities on the subject, state—"If you impose on the ordinary medical students class of Ireland, the arts curriculum to any extent, you will inevitably thin your class rooms; they won't study for it; the social condition of the country won't allow it.

4855. But does your opinion coincide with Sir Dominic Corrigan's as to the expediency of leaving out the arts course?—We are not legislating *in vacuo;* we must have regard to the social condition of the country.

4856. In your report of the Visitors, which you incorporated in the report for 1879-80, you lay very great stress on the advantages of the arts course, and on the fact that the medical curriculum of the Queen's Colleges, includes in it the arts education, and you think that an advantage?—Decidedly.

4857. You think it decidedly an advantage to the medical students to take this first examination in arts?—Yes, I am only explaining the fact that there has been a falling off on that account. I am desirous they should have a large portion of arts education, and I spoke to Sir Dominic Corrigan more than once on the subject, but that was his answer.

4858. The students were anxious to get the power of earning money as soon as they could, and they grudged spending the year in arts?—Yes, this is a very poor country. I would wish to make a remark as you spoke about the matriculation examination, I observe in the evidence given in Cork an opinion was given to the effect.

4859. I would rather you would not mention the evidence given elsewhere?—I find that the visitors of the General Medical Council of 1874 gave a very flattering account indeed of the medical examination in the Queen's University, but they made some remark of a highly disparaging character of the matriculation examination in this College and Cork.

4860. Do you wish to offer to the Commission any observation as to the statements of that report, as to the matriculation examination?—Yes.

(The Commissioners conferred.)

4861. There is a serious question underlying this. We have not quite made up our minds as to what course we will take, and I will ask you to postpone any reference to the report of the visitors of the General Medical Council till to-morrow, and we will have an opportunity of considering how far we will go into the question?—It was spoken of in Cork, and published in the newspapers.

4862. There is some technical ground as to how far we can go into that report, and I will ask you to postpone going into it till to-morrow?—Very well.

4863. Dr. MARSTON.—It will be fully considered before we leave?—It would be a great hardship to have it go before the public—an extraordinary strong statement of the Commissioners—without an answer.

4864. Rev. Dr. MOLLOY.—Are the courses of study in this College accommodated to the programme of the Royal University?—Speaking for myself, I thought it well that we should give every professor great latitude with respect to his own course. I thought it well he should have as much latitude as possible. With respect to myself, I have formed my course in a large measure on the lines of the Royal University.

4865. I have compared the two courses, and they approximate very closely?—I did that deliberately. In fact the Royal University adopted to a large measure the courses of the Queen's University.

4866. And the honour courses in the Royal University appear to coincide pretty closely with the courses for scholarships in your College?—In my department?

4867. No, but in the whole?—I can only speak positively for myself.

4868. That is to say the course of entrance scholarship with you corresponds very closely with the honours course at matriculation in the Royal?—Yes.

4869. The course for scholarship in the second year corresponds closely with the honours in the first university examination?—Yes.

4870. And the senior scholarship course with you corresponds pretty closely with the honours course for the B.A. degree?—Yes.

4871. I find from the return you have sent us, page 2, that a number of your students gained exhibitions at the Royal University?—Yes.

4872. There is a list given of your students who gained exhibitions at the Royal University. You know, of course, that it is only some of the examinations of the Royal University that hitherto have been open to students from all Ireland?—I am aware.

4873. These would be the matriculation examinations in 1881, 1882, 1883, and the first university examinations in 1882 and 1883?—Yes.

4874. And the second university examination in 1883?—Yes.

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GALWAY.
Jun 12, 1884
Thomas W. Moffett, esq., LL.D., D.LIT.

4873. And the first medical in 1882 and 1883?—Yes.

4876. And the second medical in 1883?—Yes.

4877. These are the examinations in arts and medicine which have been practically open to all Ireland?—Yes.

4878. The other examinations in arts and medicine have been open only to students of the Queen's University who became matriculated students of the Royal University by Act of Parliament?—So I believe.

4879. Can you say, looking over this list, whether any of your students who gained exhibitions in arts or medicine at the Royal University have gained them at examinations which were open to the students of all Ireland? I think I find one, and only one, Mr. Isaac Evans. Take the first student on the list: he gained an exhibition at the second university examination in arts in 1882. That examination was not open to the students in all Ireland?—I suppose you are right.

4880. The second name on the list is open to the same remark?—I believe so.

4881. The next on the list, Mr. Isaac Evans, got an exhibition at the second university examination in arts, in 1883: that was open to the students from all Ireland?—Yes.

4882. That student is not now reading in the College?—He is not now reading.

4883. The next got the degree of M.D., in October, 1883: that examination was not open to the students of all Ireland?—Yes.

4884. The next and last is in engineering. Therefore in that list there is only one student who has gained an exhibition in arts or medicine at an examination open to students, other than those of the Queen's Colleges?—Yes.

4885. And that student is not now in the College?—No.

4886. There is no student now in the College, who gained an exhibition at the Royal University, at any examination open to the students of all Ireland?—In engineering there is.

4887. Arts and medicine I am speaking of?—I am not aware.

4888. Look at the first page of the return: we get there the means of ascertaining the number of students in arts in the College. I find thirteen university students in the first year, twelve university students in the second year, and six university students in the third year, that is thirty-one undergraduates who are university students?—Yes.

4889. Then, I find under sub-head five, that there are five students who are not University students, but are matriculated in Queen's College, Galway?—Yes.

4890. That makes thirty six undergraduates in arts?—Yes.

4891. I see there are four students—from an observation at the foot of the return—who do not come under any of the above heads, would they be undergraduates in arts?—They are, I think, undergraduates in arts.

4892. What category would you put them into?—They are attending voluntary classes.

4893. Dr. *Allman*.—I think they are matriculated students in the Royal University not reading the university course of the year. The questions were framed in such a way that they could not be included. I take it that they are students matriculated in the university, but not following the course of the year corresponding to that in which they matriculated.]

4894. Are all the four students eligible for undergraduate scholarships?—Certainly not for first year's undergraduate scholarship. I know some of those students are attending my own class.

4895. Are they eligible for scholarships?—If they compete for them next October—second year's scholarships—they are.

4896. Were they eligible last October?—Three of them were.

4897. Then you have only thirty-six students in the College eligible for the undergraduate scholarships in arts?—That, I think, is the number.

4898. And for these there are thirty scholarships available?—Yes, these thirty scholarships given away in the first year, are really, properly speaking, ten scholarships.

4899. We understand that thoroughly. I take it, that what is stated in your calendar, and in the calendar of Cork and Belfast is correct, namely, that there are thirty junior scholarships in arts, and it is explained in what sense they are scholarships; we understand it perfectly?—The reason is, I am anxious the public should understand it also.

4900. The statement made in the three calendars is clearly explained, and I understand it perfectly, and so does every member of the Commission?—I am quite sure you do.

4901. Look at page 3, in which we get a list of students who are now enjoying the entrance scholarships in arts. I find there are ten students enjoying entrance scholarships in arts?—Eleven, I think.

4902. There is one who has only an exhibition; ten enjoying the scholarships, and one an exhibition, eleven in all. If you look at the last column you will see that all are matriculated in the Royal University except one, who matriculated in the Queen's College, Galway?—Yes.

4903. If they gained an exhibition at the Royal University that would have been paid in full, and they could have come down and got their scholarships all the same in Galway as if they had not got an exhibition in the Royal University?—I think that was mentioned as the rule.

4904. Did any of these ten students gain an exhibition at the matriculation in the Royal University?—No.

4905. Did any of them gain an honour in any of the subjects of his scholarship, and what honour?—Yes, two.

4906. One is Mr. Cowan, a science scholar, who got 19th place on the honour list in French, the other Mr. Dugan, who got 23rd place on the honour list in French: but with the exception of those two, no student on that list of entrance scholars got any honours at the Royal University matriculation examination?—No

4907. With regard to students who hold scholarships for the second year, I think I am precluded from making any comparison. I should like to make that clear. The first university examination of the Royal University is held at local centres, so far as the written part of it is concerned?—Yes.

4908. And that is true, both for the pass and the honour papers?—Yes.

4909. But a student who satisfies the examiners in his honours papers is not admitted to honours unless he goes up to Dublin for the oral examination?—Yes.

4910. And I dare say you would think that students may be deterred from taking the honours papers because of the expense which they would have to incur to get the honours?—It would be necessary also to get private tuition, and they cannot afford that.

4911. I therefore pass over that list of scholars; but there is one question which, perhaps, you can clear up that I do not rightly understand. I see on the list, Mr. Andrew C. Gregg. Last October, he got a scholarship of the second year in this College?—Yes.

4912. I find on the return of the Royal University that in October last year he passed the matriculation examination of the Royal University?—Yes.

4913. Therefore he is really only in the first year of his university course?—Dr. *Townsend*.—He matriculated in the previous year in this College in 1882.

4914. But in the Royal University return, 1883, he is given as Mr. Andrew C. Gregg, Intermediate School, Stranorlar. That would be an inaccurate description. He read last year with you, 1882–83?—Yes, he is here at present.

4915. But in October, 1883, he is given in the Royal University as Mr. Andrew C. Gregg, Intermediate School, Stranorlar?—He read with us in 1882–83.

4916. Then he is a student of the second year with

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you?—A second year's scholar in the present session, 1883–84.

4917. Then, when he entered himself as coming from the Intermediate School, Stranorlar, he was thinking of his school-days?—He may have been.

4918. Do you think has the maintenance of these scholarships in the Queen's College, Galway, much influence in stimulating the intermediate schools in this province, and raising the standard of education?—I am very sorry to say there are very few intermediate schools in this province.

4919. But there are some?—Yes.

4920. Do you think the maintenance of those scholarships has a tendency to raise the standard of education in the schools that exist?—Unquestionably.

4921. On looking over the returns of the Royal University I find that several of those students who have gained entrance scholarships here have come from remote parts of Ulster?—True.

4922. I don't know whether you have looked carefully into it, but I have gone over the list of entrance students, ten of whom hold entrance scholarships at present, and one an exhibition, and of the ten six come from remote schools of Ulster, and one from Clonmel. I will read over the note I have taken:—Mr. Dugan, Grammar School, Clonmel?—I know Mr. Dugan's family are Galway people; I think his father resides in Clonmel; his father is an Inspector of National schools, and had been a student in this College; he is stationed in Clonmel.

4923. C. Winstan Dugan, Grammar School, Clonmel?—His father was one of our most distinguished scholars at the foundation of the College; he found the advantages of education, and sent his son here.

4924. I will read over the list, and, if I make a mistake, correct me:—One from Clonmel, another from the Intermediate School, Omagh; a third from the Academical Institution, Londonderry; a fourth from the Academic Institute, Coleraine; a fifth from the Intermediate School, Ballymoney; a sixth and a seventh from the Intermediate School, Newry. These facts I have got from the published list of the Royal University examinations. Turn to page seven of this return of yours, the matriculation examination, 1883. I find that you have eighteen students here who passed the matriculation examination in the Royal University in October, 1883. I have made a similar comparison for these eighteen students, and I have found that twelve of them come from other provinces—eleven from Ulster and one from Munster. The first is Mr. M'Callin, Intermediate School, Ballymoney; the second Mr. Keers, Academic Institute, Coleraine.

4925. CHAIRMAN.—The majority of the Commissioners are of opinion that this evidence is inadmissible?—I may say I have the return stating the number of students for the four provinces in the present session; that might save time.

4926. Rev. Dr. MOLLOY.—I do not think what I have to say will take more than a few minutes?—I think it may facilitate the inquiry to read the return.

4927. What I wish to do is to give an opportunity, if I have made any error in the comparison which I instituted, to have that error corrected. I find that you have now eighteen students who passed the matriculation examination of the Royal University in 1883, and, looking out for these students' names on the return of the Royal University, I find that twelve out of the eighteen came from other provinces?—Yes.

4928. Eleven from Ulster and one from Munster, and I will read out the schools from which they came—Three came from the Intermediate School, Ballymoney; two from the Intermediate School, Newry; one from the Intermediate School, Ballymena; one from the Academical Institute, Coleraine; one from the Academy, Strabane; one from the Academical Institution, Londonderry; one from the Intermediate School, Omagh; one from the Grammar School, Clonmel; and one from the Royal School, Raphoe. If there is any error in that list I shall be glad if you correct it?—I suppose you are right.

4929. Dr. STONEY.—Scholarships may be regarded both from the point of view of being aids to future learning and as being rewards for acquirements already attained?—Yes. I suppose they may be regarded in that two-fold view.

4930. And those of this College?—They are not only awards for attainments but aids to future progress.

4931. And are such aids given in other universities?—Yes, very largely. I may say for myself that I have never voted as an examiner or a member of council for giving a scholarship to any student who did not deserve it, either by actual attainments or on unquestionable capacity for making good use of it.

4932. Have the students to whom this aid was rendered in Queen's College, Galway, justified the awards by making valuable progress in their studies?—Yes, with very few exceptions indeed.

4933. Does that refer to the arts faculty as well as to other faculties?—Yes.

4934. There are very few opportunities for making arts studies the channel towards acquiring a livelihood in after life?—Very few.

4935*. And those chiefly would be by becoming qualified for scholastic employment or high positions in the public service or appointments upon the press?—They are.

4936. Are those appointments of a kind which require that the candidates for them should belong to the class of honour men or of pass men?—Honour men, certainly.

4937. Then there are very few inducements for any to join the arts curriculum except those that have a prospect of becoming honour men?—True.

4938*. Have the awards of the scholarships been justified by the way that the candidates have acquitted themselves after they left the College, in after life?—Yes.

4939*. And that can be shown by a large number of instances?—One instance if you allow me to mention it occurs to me this moment. I had the honour of attending the Edinburgh ter-centenary a few weeks ago and I had the great pleasure of meeting a gentleman who was the first man from Ireland who obtained a position in the Indian Civil Service, thrown open to competition, he is Judge of the High Court of Judicature in Bombay, and Vice Chancellor of the University there; and there is this remarkable about him (and there are some others in the same way), he went direct from the ordinary classes of the College and obtained the appointment.

4940. CHAIRMAN.—What is the gentleman's name?—West. The Honorable Raymond West.

4941. He was claimed by Cork, also?—Oh, no. He obtained the appointment before he graduated, and he got the honorary degree of LL.D. at Edinburgh, on account of his great eminence as a scholar and legist.

4942.* Could you furnish the Commission with a return that will exhibit those names?—I shall. (*Hands in return.*)

4943. We have taken both from Cork and Belfast a Return of this kind, and our Secretary will hand you the resolution which we passed, asking that in every case in which the information was within the power of the College to give, they would give the date of the examination at which the student had distinguished himself outside the College?—For many years the students went direct from the College without getting a private tutor.

4944. That is the reason we ask for the details. For instance, it would be much stronger proof of the teaching power of the College, if a man finished his course here, and then within two or three months went up for the Indian Civil Service and passed with distinction. Therefore we ask for the dates of the examinations where it is within the power of the College to give them. True, that will be found in many instances. I cannot help calling attention to the first three names on the return; they are those of professors in this College, natives of this province,—Dr. Pye, Dr. Lynham, and Dr. Colahan. Anyone

* See Appendix III. B —No. 33.

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GALWAY.
June 12, 1884.

Thomas W. Moffett, esq., LL.D., D.LIT.

who knows the careful manner in which the Crown investigates the claims of candidates for professorships will be aware that that is a very high distinction.

4945. Dr. STONEY.—Do the students come to the Queen's College, Galway, in a state of preparation, comparable with that in which men who obtain honours in the English universities come?—England has enormous advantages in the way of its schools.

4946. CHAIRMAN.—Have you any direct acquaintance yourself with the state of preparedness in which they go to the English Universities?—Except from conversations with friends, but there are some members of the English universities here, Professor Thompson and Professor Larmor.

4947. Dr. STONEY.—Is not the efficiency of the College brought out only the more strongly from the circumstance that students come here who have had but slender opportunities of education, and yet before they leave the College they acquire a very advanced position?—Yes: true.

4948. The object of the entrance examination into the College is partly to ascertain the acquirements of the student, and partly to ascertain his capacity?—True.

4949. The latter is of as much importance as the former for the purpose of knowing what progress he can make by the instruction of the College?—Yes.

4950. This College does not apply itself to prepare candidates for the matriculation examination of the Royal University?—No.

4951. Then everything that has reference to that branch of the Royal University work lies outside, and has no bearing upon the work done in this College?—Yes.

4952. Scholars of the first year, if they sought matriculation in the Royal University, may, I suppose, have presented themselves for pass without presenting themselves for honours?—True. Perhaps I should mention with respect to the question Dr Molloy asked, as to my course being modelled on the Royal University. I think it necessary to explain that I don't at all limit my instruction to this course, in fact I am careful to tell the students that I am not able to give them a direct preparation for those examinations. I think it is not the business of a professor to supply students with a ready made stock of information to be produced on an examination. I endeavour to develop the intellectual powers of students, and to exercise their judgment, and cultivate their taste.

4953. Rev. Dr. MOLLOY.—But your lectures are on the lines of the course in the Royal University?—Yes. I wish also to state that the ablest professor would be beaten out of the field by a private tutor, who confines his teaching to the special subjects of the examination; he would have no chance against a tutor of that kind.

4954. Dr. STONEY.—Would the degree in which students of this College have availed themselves of the Royal University, or the way they have acquitted themselves in it, as evidenced by the honour lists, correctly represent the work that has been done in this College?—No; I could not recognize it as such.

4955. Then, to weigh the efficiency of this College by that standard, would be to weigh it by an entirely incompetent standard?—Yes. I have seen it set down that it is objected that students fail. I do not think that is a fair way of representing it—that when students do not present themselves it should be represented as failure. There is an old fallacy among the school-men known as "Cornutus"—"Haven't you what you did not lose? Yes; you did not lose horns; therefore you have them." In this case the students are represented as having lost what they did not seek for.

4956. Rev. Dr. MOLLOY.—I carefully abstained from saying that?—I do not say you did. It is usually represented as that.

4957. Dr. STONEY.—Has the change from the Queen's University to an examining board tended to produce confusion?—Yes. The students do not know what they are doing. A panic took place amongst them like what takes place in the commercial world, people not knowing how to adjust themselves under altered circumstances.

4958. And, having regard to the persons who would be likely to come forward as students, that is apparent by the diminished numbers?—Yes.

4959. Have the regulations of the Royal University been on all occasions such as would encourage students to come forward from the Colleges?—I am not able really to give a definite answer about that. If you ask me more particularly I may.

4960. For instance, in the medical course the candidate is required to remit more frequently to Dublin?—Yes.

4961. That involves him in expense?—Yes.

4962. And much expense to the students of this College deters them in a very important degree?—Yes.

4963. In the medical curriculum they have either to make their choice of prolonging their education for five years—thus adding 25 per cent. to the expenses of their education, and postponing for a whole year the time that they could make use of it—or they must compress the arts course that is required in the first year into the four years of their medical curriculum?—Yes.

4964. Is it your opinion that that deters candidates from coming forward?—Certainly.

4965. Then, with an experience of what has happened in two years—years of confusion and increased expense—do you think that sufficient time has elapsed to ascertain how the thing will work?—Surely not.

4966. I believe that you had a very earnest desire to make the best of having an examining board placed over the College instead of its being itself part of a teaching university?—Yes.

4967. Has the change been altogether such as to answer the hopes that you entertained?—I do not understand.

4968. You had an earnest desire that this College should avail itself to the very utmost of whatever advantages could be obtained in the Royal University?—Of course I was extremely sorry for the dissolution of the Queen's, but I would be most anxious to advance in any way in my power the usefulness of the Royal University.

4969. Has the change been such as to encourage true education or the reverse—that is, the substitution of the Royal University for the Queen's?—It certainly has not advanced true education.

4970. If a student from this College goes up for examinations in the Royal University that require special grinding, and if he cannot afford the expense of residing in Dublin and paying a grinder, do you consider that he is placed by the teaching of this College on an equality at the examination with students who have been ground for the examination for the whole year?—No, surely not.

4971. In all these respects then the students of this College, in consequence of its fulfilling its functions as a teaching college, are placed at a disadvantage with those who have been prepared specially for the examination?—Yes.

4972. You have had an opportunity from the first of observing the effect which is produced upon students in passing through this College?—Yes.

4973. Has it been in your observation such as very much to elevate them?—Yes. Instances the most remarkable crowd on my memory in every department of life.

4974. You regard the teaching in this College as being careful teaching and as comparing favourably with other institutions?—Yes. I scarcely think it could be improved in all the departments.

4975. Has there been a larger proportion of honour to pass men among the arts candidates that have gone forward from this College than is usual in universities?—I think so.

4976. Among those that have gone forward for university examinations, both in the Queen's University and to the Royal, there has been a larger proportion of honour

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men to pass men than is usual in universities?—I think so.

4977. Can you, being both President and Professor, give the Commission any information about the standard up to which you are able to teach in your own class?—It happens that in some of these departments I have what may be called an objective standard by which to estimate it. I would take, for instance, the case of logic, metaphysics, and history. I had the great advantage of being instructed in logic and metaphysics by that lamented scholar, the late Dr. Butcher, afterwards Bishop of Meath (who was my lecturer in Trinity College, Dublin), and in history by Dr. Toleken, and I have lectured the students of the second and third year in logic fully up to the standard of their lectures. I have lectured the students of metaphysics also fully up to the standard of Trinity College, and during the time I was in College I was a scholar of Trinity College. I do not speak of the students of the first year, because at the time I was in Trinity College there was no class for English literature.

4978. And you find that teaching quite suitable to the students you have?—Quite suitable, and that they were able to profit by it.

4979. And that they were able to profit by it?—My examination papers exhibit an exact progress of the students.

4980. You mentioned amongst the cases in which universities hold a matriculation examination the case of the London University?—Yes.

4981. The objects of the matriculation examination in the London University should be regarded as quite different from the objects here?—Yes, the London University is a purely examining board.

4982. And in fact the matriculation in the London University corresponds to the Responsions at Oxford or the "Little-Go" at Cambridge, and is not at all analogous to an examination preparatory to studying?—True.

4983. In reference to the questions that were asked about the senior scholarship, was not this College a College of the Queen's University?—Yes.

4984. It now does not stand in that relation to any university?—No.

4985. And the change was rendered necessary by the circumstance that this College had ceased to be a college of a University?—Yes.

4986. With reference to the number of competitors for scholarship, could you give any information as to whether it is usual at examinations for prizes that large numbers of candidates should present themselves?—No. The fact is that students understand each other's qualifications, and it is only a few men that suppose they would be likely to be successful go in for them. Students don't like to be defeated, and the men who present themselves for scholarship are picked men of the class.

4987. In reference to the marking, it is stated in the Regulations that no mark under one-fifth shall count at all?—Yes.

4988. That is, as I understand it, it is obliterated if the mark is under one-fifth?—Of course.

4989. And it does not contribute in any degree, but is not that the scholarship will be awarded on one-fifth?—Surely not.

4990. With reference to the numbers in the several subjects—two hundred for Greek and Latin, and one hundred for English, French, and German—these indicate the relative weights of these subjects in the examination?—Yes.

4991. For instance, such an examination as the entrance scholarship in literature in the Queen's College on the one hand, or the entrance scholarship in science on the other, may have the same subjects as another examination, such as the matriculation examination in honours in the Royal, and yet may differ essentially from it in consequence of the different weights attached to the different subjects?—True.

4992. So that unless this were fully scrutinized and allowed for there could be no presumption that the candidate who was successful at the one ought to be so at the other?—Clearly not. I doubt whether I should be successful myself as a private tutor in the tuition that is necessary to obtain prizes at the Royal University.

4993. It was given in evidence in Cork that there was a very important difference in that respect. Probably we shall be able to obtain evidence as to whether this is so here?—Yes

4994. Is this College a college that is preparing only for the Royal University?—No.

4995. The students from Ulster have been specially referred to. Can you give any information with reference to the students from other provinces?—Yes. We have students here for several years past who come from other provinces. For instance, the province of Connaught this year contributes 34, Munster 18, and Ulster 48.

4996. CHAIRMAN.—What are you reading from?—We have the returns for five years past from all the provinces.

4997. Give the numbers of the current session:—Province of Connaught, 34; Province of Munster, 18; Province of Ulster, 18; Province of Leinster, 3. Some of the northern schools, I should mention, have been very many years preparing students for this College. There are various reasons why they should prefer coming here, which I will mention to the Commission if they wish.

4998. Dr. STONEY.—I think it desirable?—Ulster men themselves would be able to give better information than I am. There is one reason—I myself, if a young student and ambitious to excel, would, *ceteris paribus*, certainly go to the College where the classes have the smallest number of students. For instance, in my own experience, I can teach a class of twelve far more effectually than a class of seventy or eighty. A professor is able to give more attention to a student if under his individual observation. That is one reason. There are also other reasons.

4999. CHAIRMAN.—We will be very glad to take any other reasons?—Perhaps you would ask some of the other professors. There are gentlemen from Ulster, who know the worth and care of the professors. I only speak of what comes within my own experience.

5000. Dr. STONEY.—You mentioned that there were eighteen this year from Munster?—Yes.

5001. A part of Munster lies very close to Galway?—Geographically it does.

5002. It is more connected with this College by its proximity, than it is with Cork?—Yes, we always get a good many from the county Clare. A considerable part of the eighteen are from the county Clare.

5003. CHAIRMAN.—Certainly, Clare would be a natural place from which students would come. [Mr. *Loftus* (Assistant).—In the present returns of the eighteen from Munster, five are from Clare, five from Limerick, two from Cork, two from Waterford, and four from Tipperary.]

5004. Give us the statistics from Ulster; the large counties?

[Dr. *Townsend*, Registrar—Donegal, 10; Derry, 2; Antrim, 16; Tyrone, 11; Down, 2; Armagh, 5; Monaghan, 1; Fermanagh, 1.]

5005. Dr. STONEY.—Have there been students coming to this college from Ulster, who acquitted themselves well?—Yes. [Dr. *Allman*.—There are two counties in Connaught from which there is not a single student.]

5006. How do the students of Ulster acquit themselves?—Very well.

5007. Is it the case that the proportion of honour men that have been sent forward from this College to the University compares favourably with the proportion of honour men to pass men, sent forward from the other Queen's Colleges?—Yes, I should say that it holds more than its own. I do not like, really, to make any comparisons with the others, but Galway

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GALWAY. June 12, 1884.

Thomas W. Moffett, esq., LL.B., D.LIT.

held more than its own in the Queen's University. That can be shown. It will be seen on reference to the honour lists of the Queen's University.

5008. With reference to the awarding of scholarships to candidates, it has been alleged that they have been awarded without being deserved. Have any charges been made that admitted of investigation?—Yes.

5009. Could you furnish information about those charges to the Commission?—I can.

5010. CHAIRMAN.—You might say what the charges are?—I have noticed that they are usually of a vague and indefinite character. We are accused of degrading the standard of literature by a profuse distribution of scholarships. I have always been ready to meet a specific charge. The College has never entered into controversy, except with those who profess to have authority for their statements and who give their names. A case occurred in the Appendix to the last Report of the Commissioners appointed to Inquire into Endowed Schools in Ireland. There was a specific statement made in reference to the scholarships given in the College, and we at once sought for the evidence and grounds of it.

5011. A charge of that kind was, no doubt, vague, and mere statements that a scholarship never was given, except when the student deserved it, is an answer equally vague, and open to the same objection. Therefore, we will be glad to have any statistics from you, or the Registrar, as to the marks on which scholarships were given?—But will you not accept a case of a distinct charge, mentioning the name?

5012. I misunderstood you. I thought you mentioned a complaint, that there never had been a specific charge?—Except in one case.

5013.* Certainly; we will take that specific charge?—In the Appendix to the Report of the Endowed Schools Commission the following passage occurs in Mr. Mahaffy's report in reference to the evidence of the Rev. Principal of the French College, Blackrock:—

"The Principal has very large and independent views about education, which are well worthy of serious examination. He complains bitterly of the low standard of the prize and scholarship examinations at the Queen's Colleges of Cork and Galway, boys having obtained *distinctions* there whom he had resolved to send home to their parents on account of their stolid and invincible ignorance. This has a most injurious influence on their class-fellows who remain at school, and often takes away from his able lads who are just beginning to learn something."

The paragraph having been brought under the notice of the College Council, the Registrar was directed to communicate with the Rev. Principal; to inquire if his statements had been accurately rendered, and, if so, to beg of him to give the special instances on which he had based his allegations. The Rev. Principal replied in the following letter:—

"French College, Blackrock,
"21st April, 1881.

"DEAR SIR,—In reply to your favour, I beg to state that we are not responsible for Mr. Mahaffy's report. The Rev. gentleman's report, as far as our school is concerned, is most inaccurate. The words you refer to—'He (the president), complains bitterly of the low standard of the prize and scholarship examinations at the Queen's Colleges of Cork and Galway, boys having obtained distinctions there whom he had resolved to send home to their parents on account of their stolid and invincible ignorance'—are far from being correct.

"In a private conversation I had with Mr. Mahaffy, and of which he has thought fit (without leave or notice), to make a Parliamentary report, there was a question, among other topics connected with education, of the low standard of the matriculation examinations of the Queen's Colleges, and of the mischievous influence this has upon the cause of education in the country.

"In our own case, some boys have been enticed by the Queen's College money prizes and scholarships to leave school at an age when they certainly were not fit to enter upon a university course. Thus, for instance, Joseph Healy, and Edward Dillon Mapother, left our school mere children to go to the Queen's College, Galway, where they obtained, one a classical, the other a mathematical scholarship, at matriculation. They both came from one of our lowest classes, the Elementa, prima Sectio, as we call it here. Their class-fellows who read their full classical course here remained five years longer, and proceeded successively from the Elementa, prima Sectio, to the Infima Grammatica, the Media Grammatica, the Suprema Grammatica, Humaniores Litteræ, and Rhetorica. (These details may be necessary for our case, and I beg, therefore, you will be good enough to excuse them).

"One case was referred to in the conversation which seems to have given the colouring to Mr. Mahaffy's report, and which ought to be quoted here:

"Stephen Joseph Leonard was in our school from April, 1874, to the 21st of November, of the same year. In September his father wished him to study Latin, as he intended to make a medical doctor of him. When, after about three months hard study on the part of the boy, and careful teaching on the part of his master, the boy was not able to give a satisfactory answer on the Latin declensions, the father was requested to allow his son's course of study to be altered, that the boy might confine his attention to the rudiments of English, in which he was very deficient; the father, however, insisted on his son's continuing to study Latin. On the 21st of November we broke up school, and when we recalled back the boys in January, Stephen Leonard did not return, and on about the 15th of January his father wrote that Stephen *was attending the Queen's College, Galway*, where he had matriculated a few days before.

"I did not say, however, that he obtained distinctions, nor did I use, even in his case, the expressions put to my credit by Mr. Mahaffy, and of which I must leave him the full responsibility.

"I have the honour to be, dear sir,
"Your obedient servant,
"(Signed), P. HUVERTY, President.
"The Registrar, Queen's College, Galway."

On the 11th July I received this letter from Mr. Healy:—

"Queen's College, Galway,
July 11th, 1881."

"Mr. President."

"SIR,—I understand that the Rev. Principal, French College, Blackrock, brings forward my name in a letter addressed to the Registrar of your College.

"As my father and I are anxious to see the exact statement, will you be kind enough to let me have a copy of that letter?

"I am, Mr. President, yours most respectfully,
"J. J. HEALY.

"The President, Queen's College, Galway."

I then received from him the following:—

"Queen's College, Galway,
July 16th, 1881."

"Mr. President."

"SIR,—I have to thank you for a copy of the letter, dated April 21st, 1881, from the Rev. Principal, French College, Blackrock, addressed to your College.

"With reference to the following observation in the Appendix to the Endowed Schools Commissioners' Report:—'The Rev. Principal, French College, Blackrock, 'complains bitterly of the low standard of the prize and scholarship examinations at the Queen's Colleges of Cork and Galway, boys having obtained *distinctions* there whom he had resolved to send home to their parents on account of their stolid and invincible ignorance.' I beg to say that Dillon Mapother and I, the *only* French College students who have gained any distinction here carried off at *one* French College examination, eighteen premiums and a silver medal, besides finding twelve places of honourable mention in the subjects of Greek, Latin, English, French, German, and Mathematics. If such facts evince 'stolid and invincible ignorance,' in our case, then I would ask the candid reader what must be the condition of mind of those French College boys who obtain no school prizes whatever?

"The Rev. Principal states in his letter that he has been inaccurately reported, but goes on to say—'In our own case some boys have been enticed by the Queen's College money prizes and scholarships to leave school at an age

* See Appendix III. B., No. 40, with regard to Mr. Healy.

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when they certainly were not fit to enter upon a university course. Thus for instance, Joseph Hanly and Edward Dillon Mapother, left our school mere children to go to the Queen's College, Galway, where they obtained, one a classical and the other a mathematical scholarship at matriculation. They both came from one of our lowest classes, the *Elementa Prima Sextio*, as we call it here. Their class fellows who read their full classical course here remained five years longer, and proceeded successfully to the *Infima Grammatica, the Media Grammatica, the Suprema Grammatica, Humaniores Literæ*, and *Rhetorica*.'

"The Rev. gentleman is either not aware of the following facts or wilfully suppresses them.

"Fifteen months before entering your college I gained *fourth* place in an examination for classical scholarship, open to *all* lay students of the French College of *all* ages. If I had remained to pass through the classes mentioned I should have been over twenty-one years of age, a time of life at which students in this country are not usually schoolboys. Again, it is hardly correct to say that I had still to pass through five classes, for, at least during my time, the higher classes were made up of students preparing for the priesthood, and I challenge the Rev. Principal to name any of my lay class-fellows who remained for the courses set forth in the above quoted paragraph.

"The Rev. Principal adduces the name of a third pupil in support of his case, but each of the three students referred to had left the school long before the Rev. Principal joined the institution, and although the Rev. gentleman seems to be familiar with my name and with that of my friend, Dillon Mapother, now in Kentucky, it may be worth while to state that *his* name, to wit, the Rev. Principal's, was, until a few days ago, quite unknown to me, and, consequently I could give Mapother no information when he wrote lately to inquire on this point.

"The Rev. Principal writes that we were "enticed" to your college, and seems to think that we matriculated immediately on leaving school. The Rev. gentleman is apparently ignorant of the fact that I left the French College, by the advice of the late Sir Dominick Corrigan, on account of a sore throat, and that I did not enter the Queen's College until fifteen months afterwards, when I was seventeen years of age.

"Mapother left the French College, for private reasons, about Easter, 1877, and matriculated here, towards the end of the following October, and I am aware that he, like myself, spent many months in preparation for your examinations.

"If the Rev. Principal's entire statements with regard to Mapother and the other student are only as accurate as I have shown them to be in my case, then it would in future be well if the Rev. gentleman, when speaking of pupils he has never known, would make one or two inquiries before allowing himself to be placed in an awkward position.

"I am, Sir, yours most respectfully,

"J. J. HANLY.

"The President, Queen's College, Galway."

I wish to state a particular grievance in reference to this matter. I heard that charge uttered in the House of Commons by a gentleman who was at that time a Member of Parliament; and I remember after the discussion I was conversing with two members of the House of Commons ——

5014. CHAIRMAN.—We can hardly go into private conversations?—This I am bound to mention. It was this fact that called attention to it. A most eminent writer on education, Mr. Matthew Arnold, quoted the statement of Mr. Mahaffy which appears in the Blue Book laid on the table of the House of Commons, in reference to one of Her Majesty's Colleges, as illustrating the backward state of education in Ireland. This was the most injurious statement ever made in reference to this college.

5015. Dr. STONEY.—It is the only one in which the charge could be investigated?—Yes. I was anxious for an opportunity of investigating the charge.

5016. Professor JACK.—Dr. Molloy called your attention to a return at the foot of page 2, number 2. That return contains the names of seven students of the college who have gained exhibitions at the Royal University?—Yes.

5017. Dr. Molloy called attention to the names of four students in medicine and in arts, and of these only one, Mr. Evans, was a student who had competed with students from all Ireland?—Yes.

5018. Rev. Dr. MOLLOY.—Only one in medicine and arts.

5019. Professor JACK.—Quite so. With regard to the other three students, what competition would they have to undergo? Am I right in regarding this as the state of matters: that at the time those students obtained those exhibitions there could be no competition except amongst the students of the Queen's Colleges as no other students could have reached that stage?—That I understood to be Dr. Molloy's statement.

5020. So that those students would have competed not with students from the rest of Ireland, but with students of the Queen's Colleges of Belfast and Cork?—Yes.

5021. That leads me to ask with regard to the evidence on the results obtained in the Royal University, whether or not (I think you said it before) the relations between the college and the university are too recently established to show any result to which you could attach much importance?—Yes.

5022. You feel that there is not sufficient time for conclusions to be safely drawn from the record of the results obtained in that way?—Yes.

5023. You mentioned with regard to students going up for examination that there is an interval between the lectures here, and the examinations there?—Yes. Our lectures cease here at the end of May and they go up for examination about the end of September and October.

5024. Does that apply to arts students?—The medical lectures terminate somewhat earlier than that, at the end of April. The engineering and arts lectures go on to the end of May.

5025. So that the medical students' classes terminate about the end of April, and they go in for examination when?—In June.

5026. There is one examination in June and another in September. They might go in for examination in June?—Yes.

5027. So there would be an interval of two months necessarily between the close of their studies here and their examination at the Royal University?—Yes.

5028. What is the usual position of the students—are they able to afford to pay for additional private teaching, so as to prepare for any examination they go in for?—I am sorry to say that I think the great majority of the students are rather straitened in their circumstances, and I do not think they are able to expend much money on private tuition.

5029. Perhaps your medical colleagues could tell the Commission whether it is within their knowledge that medical students have or have not been able to follow that course?—I am sure the medical professors would be able to give you the information.

5030. With regard to the arts students, the interval is from the end of May to the beginning of September?—To the end of September.

5031. That would be an interval of four months?—Yes.

5032. I suppose, in preparing for any examination, the four months immediately preceding are the most important four months with regard to success?—I should say so.

5033. I presume it is the same thing as with regard to races, where I understand the four months immediately preceding the races to be the most important period in the training. With regard to the matriculation, I think your attention was called also to page 3, the examination for scholarships in the faculty of arts of the first year. These students, I understand, were students who presented themselves for scholarships here at the beginning of the first year?—Of course.

5034. But "at the beginning of the first year" makes them really entrance scholarships, because the phrase "first year" is usually taken to mean at the end of the first year, and in this case it means the beginning of the first year?—Yes.

5035. With regard to presenting themselves at the matriculation examination of the Royal University,

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GALWAY. June 12, 1884. Thomas W. Moffett, esq., LL.D., D.LIT.

do you in this College know anything about their state of preparation before they present themselves for matriculation? Do the students here to any considerable extent prepare themselves here for the matriculation examination there?—At the Royal University?

5036. At the Royal University?—They may study privately, but I think there is a want of classical and mathematical "grinders" in Galway. There is scarcely one.

5037. In the College?—Not in the College.

5038. They could have no classes preparing for matriculation?—No.

5039. In point of fact, you take no charge of them until they matriculate?—Of course not.

5040. Then the students appear on your list practically for the first time after they have matriculated at the Royal University?—True.

5041. There was a point with regard to the number of competitors and the number of scholarships awarded. Perhaps you would look to page 4. I notice that in the first return, under VI. (1), in the first year, you have no return with regard to the number of students who competed in 1879–80?—No, we could not fill up the asterisks at the time.

5042. Could you fill up the asterisks there?—[Dr. *Townsend*.—Four should be put in there.] The *President*.—It was impossible to fill it up at the time. [Dr. *Allman*.—I can fill it up on the science side.]

5043. We have it in the science, but we have not got it in the literature?—I shall be able to set this right by some correspondence.

5044. CHAIRMAN.—In 1879–80 what was the number who competed in science and literature?—[Dr. *Townsend*.—There was some mistake about it, I remember. Dr. *Allman*.—We have it in the science.] The *President*.—I am quite sure I have the correspondence.

5045. I know we were rather unreasonable in pressing for the returns so quickly, but we could not help it. Unless we came down this week we would not have found the professors. If there is any inaccuracy we will be happy to have it remedied.

5046. Dr. STONEY.—And also, if there is any inaccuracy, there was some made by the Royal University, not that the returns were inaccurate, but that the information was inaccurate?—There are some cases of it.

5047. Perhaps you will find that out?—Yes.

5048. CHAIRMAN.—In the return from the Royal University it is possible you may not have got credit for all that came from this College?

5049. Professor JACK.—With regard to the four years in respect of which we have returns, not including the year 1879–80, for which you have no record in literature, I gather that in the first year there were forty-four candidates for the literary scholarships, and twenty scholarships were awarded (page 4), and in the five years (VI. 2) there were fifty-seven candidates in science, and twenty-six scholarships were awarded. I understand that where six appears it means an exhibition in addition to the scholarship?—Not necessarily. We can transfer the scholarships from one faculty to another.

5050. So that altogether in these two faculties forty-six scholarships were awarded, and forty-six were available?—Yes.

5051. CHAIRMAN.—There is the same plan here as elsewhere. If the full number of scholarships is not filled in one faculty they can be transferred to another?—[Dr. *Allman*.—Precisely so.]

5052. Professor JACK.—So that the competition with regard to those students who presented themselves was this, that you had two students for each scholarship: the number of competitors was double the number of rewards?—Yes.

5053. With regard to the third and fourth part of the returns, they apply to students of your College who have been one year with you, and have had time to measure themselves against each other. I find, that for forty-six scholarships actually awarded, there were only sixty-three candidates, that is, there was not anything like twice as many candidates as the scholarships awarded?—The students became better acquainted with each other's qualities.

5054. That is, no doubt, what would be found in other universities. With regard to the marks and the paragraph to which the Chairman called your attention, on page 16, I understand that in any subject anything under twenty per cent. is struck out at once?—Yes.

5055. There is a statement made with regard to the two modern languages that the observation, "Zero," in one of the two modern languages, must not disqualify a candidate, provided he has obtained the minimum marks in the other modern language, but candidates shall be disqualified who have not obtained the minimum marks for Greek, Latin, and one at least of the two modern languages?—Yes.

5056. I understand that the two modern languages referred to are French, and German?—Yes English is really indispensable. If he fails in English, I make it an invariable rule to reject.

[Dr. *Townsend*.—The meaning of that is that both modern languages are not compulsory]. He may take two, but both are not compulsory.

5057. English would be?—Yes.

5058 Beyond the statement that a candidate shall be disqualified who has not obtained the minimum marks in Greek, Latin, and one of at least two modern languages, I understand that you would require also that he should obtain the minimum mark for English. There is an omission of this subject?—An unfavourable report on English would almost exclude a man.

5059. Twenty per cent. in any one of these four subjects particularly, Greek, Latin, English, and one modern language is absolutely required?—Absolutely.

5060. With regard to anything below that absolute requirement your regulation gives a veto in each of these subjects, subject to the Council as absolute judges?—Yes.

5061. I understand that the Registrar has some records of marks, which he will be able to put in?—[Dr. *Townsend*.—Yes.]

5062. What I understand now is, that there is an absolute bar with regard to those four subjects?—Yes.

5063. There was another point to which I wanted to call attention, and very likely the Registrar, or the medical professors may be able to give me information about it, but I mention it now, so that your attention may be called to it. It is in reference to the remark that the courses of medicine in this College, are not arranged with reference to the Royal University, or any other medical body in particular?—Not only that, but they are not preparing exclusively for the Royal University: they are preparing for different bodies. The medical professors had a meeting in reference to this question, and that was the result of their deliberations.

5064.* We particularly desire to get as much information as we can, subject to any comments that the medical professors may offer us, or any notes that they have giving information with regard to any students whose medical history is not given here. I will explain how the question arises—there are twenty-four students out of forty-one, in medicine, who are recorded as matriculated students of the late Queen's University. It is evident they must have been matriculated somewhere about October, 1881, or so?—Probably.

5065. These are going on as students in medicine?—They are of course.

5066. I do not know whether it is your experience that you have many students in medicine who come for the purpose of studying some particular medical subject, or whether the students as a rule are preparing for the exercise of their profession in some way?—I think the latter is the case.

5067*. With regard to these twenty-four students, what I make out is, in looking over the returns

* See Appendix III. B.—No. 45.

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of the Royal University to identify them as far as we can, that, of the twenty-four who matriculated in the late Queen's University, eight have gone through some examination in the Royal University. I could communicate the names to the registrar, but he can find them out for himself. What I want to know if possible, is about the other sixteen—because sixteen of course make an integral part and a considerable part of your number of medical students—are they preparing for a professional license under any other institution than the Royal University?—I think that is very likely.

5068. Almost certainly?—Almost certainly.

5069*. These are the points on which I am anxious to get information. I dare say the Commissioners are all anxious to get the information. Now we call the attention of the medical professors to getting us such information as they can get with regard to those sixteen students who are returned as matriculated students of the late Queen's University whether they are carrying on any course of study in connexion with the Royal University?—Yes.

5070*. There are sixteen students who matriculated in the late Queen's University, about October, 1881, or before, who are carrying on some course of medical study which does not appear to be in connexion with the Royal University?—Yes.

5071*. I want to know if you have formed any particular opinion as to the course that those sixteen students are probably pursuing, whether they are preparing for a board other than the Royal University?—That would be more satisfactorily answered by the medical professors.

5072. Dr. MARSTON.—I suppose it goes without saying that a student pursuing medical studies is the better for a good preliminary training?—Yes.

5073. I suppose too, that if all the students in medicine entering the public services could afford to take an arts degree, it would be a very excellent thing?—Certainly.

5074. Is it in your opinion desirable that a medical student should pass his examination in arts before pursuing his curriculum in medicine?—I am decidedly of that opinion.

5075. Can you tell me whether to your own knowledge this is done in any other universities—for instance, you mentioned Edinburgh?—I am not acquainted with the Edinburgh system. In Dublin the two courses of arts and medicine are pursued concurrently.

5076. Do you think the concurrent study of the medical and arts curriculum as pursued in the Royal University is too much for students in the medical faculty?—I do think it is.

5077. I see you have 208 students in all?—That was in a former year, not in the present.

5078. I see you had 208 students in all, in October, 1880–81, that is seventy-one in arts, and 120 in the medical faculty, whereas now you have 103 in all, forty-seven in arts and forty-one in the medical faculty?—Yes.

5079. We have had the reason assigned by you for the decrease in the medical faculty. What I want to know is, do you not think that more men will avail themselves of the examinations in the Royal University hereafter?—Probably.

5080. You think they will?—Yes.

5081. Do you think it is a little premature to judge?—I think it is. I think with respect to the decline in arts particularly, as was mentioned by one of the witnesses in Belfast, there has been great social pressure in this part of the country, and that has had some influence in reducing the number, and the circumstances of the class we have been receiving students from have had some effect also. But the dissolution of the Queen's University was the main cause of the decline.

5082. Turn to page 7 of your Prospectus for 1884–85, to the heading scholarships. Do you think that, looking at the number in the medical faculty, some more scholarships might be advantageously offered to that faculty?—I think the reason the larger number of scholarships was assigned to arts was that it was intended to encourage general intellectual culture. Those studying for the medical profession are pursuing a course that leads to immediate professional employment. There is a very strong inducement in the medical profession that it at once opens the means of employment. But I think it is well to encourage general mental culture.

5083. You think that a little readjusting might be advantageous?—I am not prepared to say that at this moment.

5084. Do you think that your scholarships might be rather better regulated than they are, that is to say, that the value of some of them should be a little larger?—In what way?

5085. An increase in the value of some, and a diminution in that of others; making them unequal, so as to give higher prizes; would that stimulate men?—Is it to consolidate some scholarships?

5086. CHAIRMAN—To graduate the value and diminish the numbers so as to make the top scholarships more valuable?—I think they might be varied in their value, but I am not disposed to recommend the consolidation of scholarships, or to reduce the number.

5087. Dr. MARSTON—Do you think the relative value as at present adjusted is as fair as could be?—I think so.

5088. Professor JACK—You would change the value, but keep the numbers?—Yes.

5089. Dr. MARSTON—Are you satisfied with the matriculation examination of the College, and has the standard undergone any change in late years?—No, I do not think it has undergone any change.

5090. Are you satisfied with the standard of matriculation?—I should certainly wish to see students come better prepared. A great many come very well prepared; with respect to others, they are not satisfactorily prepared.

5091. Have the students matriculating here been found to benefit by the instruction given in the College?—I think so; I have no doubt they have.

5092. They have brought sufficient culture with them to avail of the instruction and to progress?—Yes.

5093. Is the course of the College framed at all to suit the examinations of the Royal University?—In my department, and probably in others, it is. I do not wish to speak of any but my own department. I have deliberately done that.

5094. Are you able to say whether the fact of the examinations of the College and of the Royal University being different, exercises any influence on the success of your students at that University?—Yes.

5095. Do you mean to say that it does?—It does.

5096. Can you tell me, without giving the precise numbers, as a fact, whether any of those students go elsewhere than to the Royal University for degrees and licences to practise?—I am not able to say that; I think the medical professors will.

5097. I think I understood that you were going to give a return showing any of the students who had passed the Indian Civil Service, or Indian Medical Service, or other public service?—Yes.

5098. Could you tell, in connexion with that, how the men from this College going to other medical examining boards have done?—I think that can be told to some extent.

5099. Will that be included in the returns?—As far as we are able it shall be done.

5100. You consider that the efficiency of examinations might be increased by a more searching oral and objective examination?—Yes, in arts and medicine.

5101. You are strongly of that opinion yourself?—Yes, and I have stated at the Royal University more than once that I believe the oral examinations must be considerably extended in point of time.

* See Appendix III. B.—No. 45.

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GALWAY.
June 12, 1884.
Thomas W. Moffett, esq., LL.D., D.LITT.

5102. Do the professors make their lectures as practical as possible, and demonstrate as much as possible?—I should say they do.

5103. In this College everything that can be submitted to the senses is done?—Yes, speaking of the medical faculty, I am sure it is done; but the medical professors will give you the information.

5104. I understand that at present the students in the medical faculty lose a certain amount of time—some months in summer—previous to the Royal University examinations which are held in September?—Yes.

5105. The students return here in October, and the session terminates in April. I think I may say from my knowledge of the profession that the students are not rich men, as a rule, and, as a matter of course, private training costs money. Do you think it would be practicable to have summer courses in the Queen's Colleges, so as to carry out the curriculum of the Royal University in the medical faculty?—I dare say it would.

5106. Has it ever suggested itself to you?—We have often thought of it, but it has never been carried into effect by the College.

5107. You think it would be practicable?—Yes, I think it would.

5108. If practicable elsewhere of course it would be here?—Certainly.

5109. What would you say with regard to the fees charged to students; do you think they are reasonable and suited to their means?—I think that in framing the scale of fees one thing that was particularly kept in view was the means of the class coming here. The fees are low, and it was for that reason that they were made so low.

5110. Would you say the education afforded here as compared with other places is cheap?—I think so.

5111. How many exhibitions is the College empowered to award?—The number is not limited. It is by the desert of the candidates and the funds at our disposal that it is regulated.

5112. Do you consider that there is such a considerable difference between the nature of an exhibition in the Royal University and a scholarship in the Queen's College, as to influence the amount of competition for them?—I think so.

5113. Would this lead to such a different kind of training for the two as would vitiate the result of a comparison?—I think so. The rule of Queen's College requiring residence and daily attendance as well, is of course felt as a burden by many persons desiring to reside at home where they can do so with less expense.

5114. The class of students coming here to the several faculties includes men of some capacity?—I think they are.

5115. Many of them are of good capacity?—Yes.

5116. They only want development to get on in life?—It is a great satisfaction to me that the classes I have had almost invariably were remarkable for their industry and intelligence. It is a great pleasure to lecture to them.

5117. Is there anything material that we have not touched on which you would like to add?—Nothing occurs to me at this moment; perhaps I might have if the Commission would allow me to supplement my evidence.

5118. CHAIRMAN.—Certainly?—Thank you.

5119. Professor JACK.—I want to make it quite clear whether a remark of yours applies to students who have or who have not matriculated. There are a number of students who matriculate in the Royal University. There are five this year who matriculated in Queen's College, Galway, and as far as I understand there is a statement that there are four students whose cases do not come under any of these categories, who practically are not matriculated students at all. Did you refer to students who have matriculated either in the Royal University or in the Queen's College, or did you refer to students who have not matriculated at all?—I should say to the students who have not matriculated.

5120. You have a matriculation examination in Queen's College, Galway, what is the object of that examination; with what object do you hold it; do you intend to secure that the student passing it shall be, as far as you can judge, a fit student to receive the instruction of the College?—Quite so.

5121. So that with regard to all those students, the five students in arts and the twelve matriculated students, you would not make the observation you have made?—No.

5122. It is only as to the non-matriculated?—Yes.

5123. I make out in the first list that there are four students whose cases do not come under any of those categories, and the statement at the end of the page is that there are forty-seven arts students, that makes a difference of three. Somebody's attention can be called to that?—It will be explained to-morrow.

5124. Dr. STONEY.—When you spoke of the education of the College being cheap, you meant in regard to the fees?—Yes.

5125. But the expense of residence would be incurred by nearly all the students?—So much so that I called attention to it in all my reports. The expense of residence is felt as a great burden.

5126. There is no prize in the College that would enable students to bear that expense?—Surely not.

5127. There are very few students who can be supplied by such a population as that of the town of Galway?—Very few.

5128. So that, perhaps, nearly all the students have to pay a considerable sum in order to obtain the benefit of education?—True; Galway people have largely availed themselves of the College, and we have educated all who were willing to get university education here, and the students come from a distance to us.

5129. Rev. Dr. MOLLOY.—With regard to the number of students who would be eligible to compete for scholarships, first, a candidate should be a matriculated student of either the University or the College?—True.

5130. And, secondly, to be a scholar of the first year, he must be reading the first year of the College course?—Yes, if he gets a scholarship, or is a student, he must pass the sessional examination. We do not recognize attendance without examinations.

5131. How many students were eligible to compete for the ten entrance scholarships in arts, last October. I have looked over the list of the eighteen students who matriculated in the Royal University last October, and I find that nine of them are reading their first year's course in the College?—Yes.

5132. But, in addition to the nine, I find that five students are reading the first year's course who have matriculated in the College, and not in the University; that makes fourteen, and there is a doubtful name that I am not clear about, James M. Keegan, who is reading in the first year?—[*Dr. Townsend.*—He is a scholar in the first year.]

5133. He matriculated in 1882; therefore, he does not appear in the list of those matriculating in 1883, but he was eligible; therefore, that is fifteen. Can you tell me if there was anyone else eligible to compete; there must have been, for I find the total number of competitors was sixteen *?—Perhaps you would kindly repeat the question.

5134. I want to find out how many students were eligible to compete for the ten entrance scholarships in arts, in October, 1883. To be eligible to compete they must have matriculated in either the College or the University, and they must be now reading the first year's course?—[*Dr. Townsend.*—They must have matriculated in the Royal University, or passed ours, or that of Cork or Belfast.]

5135. In addition to that they must now be reading

* This examination was based on a return furnished to the Commission by the Queen's College. The Registrar has since pointed out that there was an error in the return, one name having been accidentally omitted. When this name is added, it will bring my estimate of the number of students eligible to compete up to sixteen, which corresponds exactly with the number that did compete.—G. M.

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the first university course?—[*Dr. Townsend.*—They should; if they go away they forfeit the scholarship.]

5136. How many were eligible to compete?—[*Dr. Townsend.*—They were all eligible to compete.]

[*Mr. Loftus.*—The rule of the College is that an arts student who does not pass the sessional examination in the first year is not promoted.]

5137. I can only make out fifteen. Was there any one else eligible to compete?—[*Dr. Allman.*—Any one might have come from Belfast or Cork.]

5138. Can it be stated that any person not now in the College did compete, and how many?—[Dr. *Townsend.*—He has got the number that did compete.]

5139. The number that did compete was sixteen. What appears to me is that everyone who could compete did compete, and therefore the competitors were not a select few out of the number that could compete, but in fact everyone that could compete was a competitor. The number of competitors did not exceed the number of those eligible to compete?—[Dr. *Allman.*—A great many come to the College who do not compete.]

5140. But we have the fact that sixteen competed, and I do not see that anyone could have competed more than these sixteen. If I am not right you can set me right, but are you aware if there were more than sixteen students qualified to compete for these entrance scholarships last October. It has been suggested that the actual number of competitors represents only a select few of those qualified to compete; and the object of my inquiry is to find what was the number qualified to compete?—Yes.

5141. CHAIRMAN.—I think Dr. Molloy's question can be answered to-morrow?—Eight competed for the five entrance scholarships in classics, and eight competed for the five science scholarships.

5142. You have the means of knowing right in one case and eight in the other. If you be good enough to give us the names to-morrow we will at once see who they were?—Yes. [Dr. *Allman.*—I can answer in this way, that any students who matriculate in the Royal University can compete for every one of them.]

5143. Rev. Dr. MOLLOY.—Would it not be necessary that the candidate should be prepared to take out his first year in arts. We can determine from your return what is the number eligible to compete in October next from your College for the second year's scholarships?—They should have finished their first year's course. [Dr. *Townsend.*—The first year's course this session. Dr. *Allman.*—Not necessarily of this session. Each can drop a year. Dr. *Townsend.*—All those who have competed in the Royal University are eligible in the second year.]

5144. CHAIRMAN.—Can you give me the number of those in the College who are eligible to compete for the scholarship next October?—[Dr. *Townsend.*—All those who completed their first arts course in the College are eligible to compete.]

5145. Rev. Dr. MOLLOY.—I find that the number reading that course is twelve who have matriculated in the Royal University, and five who have matriculated in the College—that is seventeen. Out of this I must take one, Andrew C. Gregg, who at present holds a scholarship of the second year. That reduces the number seventeen to sixteen?—Yes.

5146. Therefore it appears to me that the number of students now in the College who can possibly compete for the ten scholarships of the second year, next October, is only sixteen?—Quite so; but there may be some from Belfast or Cork or the Royal University.

5147. That number sixteen is liable both to reduction and to increase. It may be reduced if any of the sixteen fail between this and next October to fulfil the necessary conditions, such as passing the examinations, or if they give up their university career, or if they are impeded by illness or accident. These circumstances may lead to a reduction of the number of students; and students coming from the other Queen's Colleges, or from the Royal University, might increase the number. But the number now in the College who can possibly be eligible to compete next October for the ten scholarships of the second year is sixteen?—[Dr. *Allman.*—The four more you alluded to before might be eligible.]

5148. Rev. Dr. MOLLOY.—The next point is the number of students now in the College who can possibly compete for the senior scholarships next October?—I shall be happy to assist you.

5149. You quoted a statement of Sir Dominic Corrigan, that if you exact to any considerable extent an arts course for medical students you would have thinner classes. Though the classes would be thinner they would be more select?—Yes.

5150. Would it not sometimes be desirable to have the students more select, though the number be small, for a professional career?—I quite agree with you.

5151. We agree then on the necessity of an arts course?—Yes.

5152. Dr. STONEY.—Was not what Sir Dominic Corrigan said that a fifth year was more than the class who came to the Queen's Colleges could afford?—Yes, that is what he meant. He looked on an arts course as involving a fifth year.

5153. The persons that would be excluded would be those who could not afford more than four?—Yes.

5154. And the selection would be a pecuniary selection and not an intellectual selection?—Surely.

5155. They would not be the cream of the whole candidates, but merely the wealthier of them?—Surely.

5156. Dr. MARSTON.—Sir Dominic was really considering the practical requirements of the population in this matter?—Yes, that is what he meant.

5157. CHAIRMAN.—He did not mean to convey that a gentleman would be less qualified to act as a physician if he did not get his arts course?—No.

5158. Dr. MARSTON.—If a man spent more time and money on his professional education, he would expect to have a higher social and professional status when he acquired a profession and also higher fees; but you must think of the wants of the population as a whole in a matter of that kind?—Yes.

5159. CHAIRMAN.—Professor Jack asked you as to whether the unpreparedness or the imperfect preparedness of students applied to matriculated or to non-matriculated students. Did you mean the answer to be as full as you conveyed to him, that your complaint of want of preparedness applied only to non-matriculated students?—There are degrees of preparation. Students come up whom I should wish to see better prepared; but no student is admitted whom we do not believe to be prepared and to have capacity enough to be ready to take advantage of the course.

5160. Here is what you say:—

"The unsatisfactory state of secondary education renders it impossible to make our matriculation examination more rigorous than such tests usually are; a few among the candidates are of the class of those highly trained youths who go up to compete for the valuable prizes in the old universities."

You are speaking there of matriculated students—

"Many of them come up imperfectly prepared it is true—I speak of course only from my own observation."

In that report did you mean to convey that a certain proportion of students who come up for matriculation, are imperfectly prepared?—Yes.

5161. You read a correspondence that passed between you and the Superior of the French College, Blackrock, and Mr. Hanly. Have you, yourself, verified by the books of the College the statement which Mr. Hanly makes there with respect to himself and Mr. Mapother?—With respect to the French College?

5162. With regard to what was done in this College?—Dr. *Townsend.*—We have everything recorded that was done in this College.

5163. We cannot take the statement Mr. Hanly makes to you as correct. He makes certain state-

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GALWAY. June 12, 1884.

Thomas W. Moffett, esq., M.D., D.Lit.

ments that can be verified from the books of the College. Do you tell me you have verified the statement from the books of the College?—Any statement made there we can examine.

Dr. *Moffett*.—I am quite sure it is correct.

5164. Mr. Hanly makes certain statements. We cannot accept a statement second hand from Mr. Hanly as a matter of fact correct. But he makes certain statements as to the position of himself and Mr. Mapother in the College that can be verified from the books of the College?—Dr. *Townsend*.—Everything he has obtained in the College is on record.

5165. Has that been done?—That was verified at Council before it was printed. We verified the whole document.

5166. If Dr. Moffett or you are able to tell me that the statements made by Mr. Hanly, so far as this College is concerned, are correct, I will take the evidence?—We know all to be correct so far as this College is concerned.

5167. That is what I mean?—Dr. *Moffett*.—Is it where he states he was some months in preparation?

5168. No. That is a matter for the French College. For instance he says Mr. Mapother left the French College about Easter, 1877, and he matriculated here towards the end of the following October?—That is correct.

5169. Then so far as this College is concerned any statements in it are correct?—Quite.

5170. Dr. Stoney asked you whether or not it was a fact that the substitution of the Royal University for the Queen's had not advanced the cause of true education, and you said "Yes." Will you, please, explain what you mean?—In this way, that true education can only be conveyed by daily attendance at lectures and personal instruction.

5171. The reason of your answer to Dr. Stoney was that you consider course of academic training superior to an examining board?—Precisely.

5172. You stated to Dr. Stoney also that you thought a sufficient time had not elapsed to see what would be the good effects of the Royal University?—I think that the system of a mere examining board is a defect. With respect to the progress the Royal University would make, it is premature to determine.

5173. And it is also equally premature to determine the injurious effects of the Royal University, if any?—It has injuriously affected the numbers here.

5174. Yes, the numbers; but I am talking of the standard of education. You say a sufficient time has not elapsed to test the injurious effects in advancing the cause of true education. Would not it be equally true to say a sufficient time has not elapsed to test the injurious effects, if any, on education?—It has not advanced the cause of true education.

5175. And you explained that by saying that an academic course was superior to an examining board?—Yes, on that ground.

5176. Then you also stated that sufficient time had not elapsed to enable one to judge of the working of the Royal University. Does not that equally apply to any injurious effect which would be involved in the answer I have just read?—I do not think that any lapse of time will make a difference between the system I advocate—the system of training in Colleges, and the system of an examining board. That I am quite clear about.

5177. I will read an extract from your own report for the year 1882:—"I believe it would be still premature to forecast the larger issue as to the ultimate effects of the new system on the higher education of the Irish people." In your opinion, is it premature to forecast the larger issue, as to the ultimate effect of the Royal University on higher education in Ireland?—I think it is.

5178. Dr. STONEY.—What I understand you to have said in your Report, in reference to the preparation of the students is, that some of the students of this College come imperfectly prepared, as compared with the best class of students that reach the English Universities?—True.

5179. That is an incontestible fact, and any improvement in the teaching of the students would be welcomed by this College?—True.

5180. In reference to the injurious effects of the Royal University any injurious effects incidental to its constitution as a mere examining board, have been abundantly ascertained by experience already obtained outside the Royal University. It is only those peculiar to it that want additional time to be proved?—Yes.

5181. Professor JACK.—I do not know whether I understood you rightly: is this what you meant to say, that you thought a University which is simply an examining board, is inferior to another University not an examining board, and in that respect, it is permanently inferior? But you do not know at present whether time will not alter the state of affairs in this respect, that more men will avail themselves of the Royal University from this College, than have hitherto, or are now doing so?—That is what I meant, precisely.

Professor Joseph P. Pye, M.D., M.CH., D.SC., F.R.H.I.

* Professor JOSEPH P. PYE, M.D., M.CH., D.SC., F.R.H.I., examined.

5182. Dr. MARSTON.—You are Professor of Anatomy and Physiology?—Yes.

5183. How long have you been Professor?—Since 1877. I was previously Demonstrator, and for a short time Professor of Materia Medica.

5184. Your time is wholly occupied with your professorial duties—you hold no appointment to an hospital?—I am Clinical Lecturer to one of the hospitals.

5185. Were you engaged in teaching before you came here?—No. I was a student in the College, and at the end of my college time I was appointed Demonstrator of Anatomy.

5186. I suppose you consider it very desirable that a medical student should have a good preliminary education?—I do.

5187. Are the men who come here in a position in that respect to avail themselves of your instruction?—There are exceptions, but, on the whole, I have had no reason to complain of want of capacity in that respect.

5188. Everything is relative, but you think they are fairly good?—Fairly good.

5189. What is the average number of your class?—The numbers have varied so much for the last few years that it would be easier for me to state the number in any particular year; for instance, my class in anatomy in 1881–82 was 109. This year it is 30. This will give you the particulars. † (*Hands in document.*)

5190. This is one of the tables that is in Dr. Moffet's report?—Yes; but it is here continued to the current session.

5191. We shall be happy to take that as part of your evidence?—Very well.

5192. Have the numbers diminished?—According to this, from 109 to 30.

5193. Rev. Dr. MOLLOY.—Within what period?—Within the period 1881-82 to the present.

5194. To what do you attribute this diminution?—Almost entirely to the operation of the University Act of 1879.

5195. Professor JACK.—Give us the numbers in physiology?—In 1881-82 there were 57; in 1882-83, 51; and in 1883-84, 22.

5196. Dr. MARSTON.—Are you satisfied with the attendance?—Yes, I call a roll in each class daily.

* See Appendix III. B.—No. 35.

† See Appendix III. B.—No. 36.

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5197. Have you all the appliances necessary for teaching anatomy, and for practical laboratory purposes, and have those been sufficiently progressive in character to meet all the requirements of medical science?—In the first place it will be desirable to take the classes separately. In the department of anatomy we require simply subjects for dissection, and sufficient room. As to the room, I have called attention more than once to the insufficient accommodation in that respect. My class-room in anatomy is constructed for sixty, and when the students numbered 109 it was inconveniently crowded. Now, I am sorry to say, there is ample room.

5198. What appliances have you in anatomy?—We only require facilities for dissection.

5199. Can you answer generally with regard to the material?—Yes; it is ample. Difficulties did occur several years back, which have since been overcome.

5200. CHAIRMAN.—We need not go into details?—I do not want to go into details.

5201. Dr. MARSTON.—Have you good appliances in the laboratory?—I have, since the year 1878, since my appointment in fact, represented to the Board of Works, who are bound under the Colleges Act to furnish proper appliances for teaching here, that it was not alone desirable, but absolutely necessary, for the teaching of physiology to have a physiological laboratory. My request has not been complied with. I have no official information, but I understand the Board prepares an estimate every year, and the Treasury as regularly strikes it out.

5202. At the present time you are, in your opinion, adequately provided for?—We are not provided with a proper physiological laboratory.

5203. Have you all the essentials to meet your requirements at the present time?—As to instruments, we have them, but are kept from getting ones that require certain building accommodation. There is a deficiency in that accommodation. The College provides the instruments.

5204. How do you test the progress of your pupils?—The progress of the pupils, I think, is tested in a very efficient way in my department. There is a daily class examination in the class of anatomical demonstrations, about fifteen minutes are allotted to a *viva voce* examination of certain members of the class elected at random. In physiology we have a class examination weekly.

5205. Considering your present numbers you have a sufficient number of demonstrators and aid in teaching?—That is so.

5206. To what universities or licensing bodies do your students in the medical faculty go for their degrees or qualifications to practice?—Of course I only learn just as a matter of news to what licensing bodies they do go. Some go to the Royal University; a good many go to the Colleges of Surgeons—the Colleges of Surgeons in the three kingdoms, Scotland, England, and Ireland.

5207. Have you any experience of the Royal University examinations?—I am a Fellow and Examiner of that University.

5208. I suppose it would be fair to ask you whether the results of those examinations are in accordance with your own judgment?—Many of the details as to the examinations in the Royal University are, of course, known to me, but are supplied to me as confidential.

5209. I do not wish you to speak of these. Can you speak generally?—I may say that I am satisfied with the results in the cases in which my students presented themselves.

5210. Do you consider that the studies for the arts course and the medical course should be pursued concurrently, or do you think the students should obtain a degree in arts before going in for their medical curriculum; and can you tell us what is the practice of the old universities in that respect?—As to the question of the concurrent study of arts and medicine, I have a very strong opinion based on extensive experience, and that is, that it is a most vicious plan to take one out of the four years which is the minimum course of medicine, and try to utilize it for arts study.

5211. Why?—The time as it stands is if anything almost too short, even with diligent work to master the medical subjects set for the student's study.

5212. Do you think that they neglect their hospital practice on that account?—I know they neglect medical study during the time that any pressure for arts is on.

5213. Do you think that looking to the number of students in the medical faculty some more scholarships might be transferred to that faculty?—I have had no reason to complain of the rewards in that direction, inasmuch as the council has always to my knowledge been willing to take into consideration any strong report made by the examiners as to the merits of a student beyond the list of those who qualify.

5214. Do you think that these scholarships and exhibitions tend to make men work for prizes and examinations rather than to become good practical and well-trained men?—The subjects for those scholarships and exhibitions, are made to a very large extent and as far as we can to take a practical turn.

5215. Then you think that they are incentives to study?—I do.

5216. In the first arts examination of the Royal University as you are aware in addition to the Latin, the student can take Greek or he can take French, German, and Italian, Spanish, and so on. Some of these, such as Celtic and Arabic, are no good for a doctor. Would a knowledge of French and German be much more useful than a knowledge of Greek, looking to the end in view, and the time required to get a good knowledge of Greek. I am not speaking merely of the knowledge required to pass a matriculation examination?—I held an opinion at one time that a modern language would be a better alternative, but I do not hold that opinion now. I think it was an opinion, not the result of experience but of abstract reasoning on the matter. I think the men who would come with a fair knowledge of Greek could follow my course with better results to themselves than those not prepared in that way.

5217. Are you aware of what the Continental universities have done in that respect?—My attention has been directed of late to a very extensive experiment in that way made in the University of Berlin. This question of the need of classical study in the case of science students was long under discussion, and it occurred at last to the authorities that it was a question to which the inductive method might fairly be applied. For ten years they admitted students from the Real Schulen as well as from Gymnasia, the difference being that the Real Schulen do not teach Latin and Greek, and the almost unanimous opinion of the professors in the science faculty was that although the first men had a preliminary training in some steps in Science, they were beaten in the end by the men who came prepared in Greek and Latin.

5218. Do you think it was because they were educated better generally in other respects all through?—I cannot say.

5219. Is your curriculum well arranged to secure the best medical training?—I think it is; that is the medical curriculum of this College. You do not refer to the Royal University?

5220. No; I was speaking of this College?—I asked because I happen to be a Fellow of the Royal University.

5221. What would you say with regard to the curriculum of the Royal University in the medical faculty?—I think the regulation as to having first an examination in arts at entrance, and then another almost identical in a year after is a useless thing. There is no rest in the man's time till he is examined again. His mind is distracted from proper medical study during twelve months.

5222. You think the curriculum is faulty?—I have

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GALWAY. June 12, 1854.

Professor Joseph F Pye, M.D., M.CH., D.SC., F.R.U.I.

no objection to making the entrance examination preliminary to medical study anything they please; but I do object to their running the two things together.

5223. Have you had any opportunities of contrasting the teaching at the Queen's Colleges with that elsewhere, and if so, can you give us the results you have formed in your own mind?—I have.

5224. Please state them?—I may take Dublin in the first place. The teaching in this College, and I suppose the teaching in the other Colleges, is on this plan. The system of teaching is by means of direct instruction from the occupant of a chair, while in Dublin there is a double system:—(1st) the nominal teaching by a professor, and (2nd) the real teaching by a grinder. We have never had that system here, and the reason is that we have gone in for class examinations and we have always kept ourselves informed as to the state of the students in the classes.

5225. So that in fact they have been almost constantly subjected to examination?—Almost constantly. More than that, we have always had a class roll-call, and it is a notorious fact that efforts are being made now in Dublin to do away with a system of long standing under which it was possible for a student to get a certificate who had never entered a class. Instances of that are known to myself.

5226. Have you experience of any other schools that you may tell us briefly of the standard of education and teaching there, as compared with this?—Taking the University of Edinburgh, where I attended some classes after graduating, I found its teaching system corresponded to a great extent with that of this College. I think the teaching here is modelled on the Scotch system.

5227. Have any of your students graduated in the London University, or successfully competed for the Indian or other public service?—I can only recollect one case of a man who was a London University student. I know several cases of men who presented themselves for the qualifications of the London College of Surgeons, and the list will be handed in of those who went for the public service.

5228. Assuming that you have everything necessary for theoretical teaching, I would like to ask whether you would think it better that the student should continue here until he qualifies, or go elsewhere for some time, or continue here until he is qualified, and then go elsewhere, provided he can afford it?—It would be impossible for him to qualify without practical teaching. I cannot imagine the possibility of a man qualifying on theoretical teaching.

5229. Have your students here sufficient opportunities, so far as you know, in the way of hospital practice, as to the number, quality, and variety of hospital cases, to study their profession with a view to practice?—The medical officers of some of the Galway hospitals are here.

5230. I want merely a general expression of opinion, based on your knowledge of the place?—I am willing to give any information I can as to my own affairs, but I do not like to express an opinion as to the hospitals of men who are here to furnish information. At the same time I may mention I am clinical lecturer to one of the hospitals myself.

5231. Which of them?—The County Infirmary; of that I can speak; I think there is great need of additional funds.

5232. CHAIRMAN.—That is the complaint of a good many hospitals as well as the County Infirmary?—I am merely there by permission of the surgeon, who is present, and as many beds are kept open as the funds permit, but it would be better that a larger grant should be had, and I think it would be desirable that some other changes should be made. I am about to hand in to the Commissioners, if they wish it, a report on the clinical teaching.

5233. Dr. MARSTON.—This has to do with the standard of education in connexion with the medical schools, because you recognise that no matter how good your theoretical teaching may be you must, in a profession like ours, have patients. It is absolutely necessary, and you cannot separate the two?—I quite recognize that, of course. I enter on the hospital question at your request. In this document, which is a report to the President, for transmission to Government, signed by three of the clinical lecturers, there is a good deal of information of the kind you ask.

5234*. CHAIRMAN.—By whom is it signed?—Dr. Browne, surgeon of the County Galway Infirmary, Dr. Kincaid, and myself. (*Hands document in.*)

5235. Dr. MARSTON.—Do you think that the value of the scholarships might be different? Have you formed any opinion on that?—I think the value serves the purposes of the scholarships very well. It is sufficient to bring the cost of residence in Galway within the reach of such students as we usually have, and I do not see that any purpose would be served by increasing it.

5236. Do you think the medical faculty gets a sufficient number in proportion to the number of students?—A difference should be made. I am not disposed to question the proportion.

5237. Have you thought of it?—I have. I am prepared to accept the reasoning of the President that scholarships should be provided in arts in larger proportion than in a purely professional school.

5238. Then you are satisfied with the arrangement?—I am.

5239. Have your students an opportunity of pursuing a course of operative surgery?—No formal class has been instituted; but I have occasionally, when material permitted, had a class at the close of my anatomical course for such men as wished to take it here. As a rule they go to Dublin.

5240. You recognize that that is essential in medical education?—Yes.

5241. Have you a professorship of pathology?—There is no professorship, but portion of our fees is usually paid to one of the professors who acts as pathologist, and examines the result of our hospital work—operations and so on.

5242. Have you any professorship of hygiene here?—No.

5243. It has been said that the Queen's College, Belfast, loses a number of students because there are not a sufficient number of scholarships there, and also because scholarships can be obtained elsewhere—do you know whether they come here for that purpose?—I have heard that statement made very often, but it is easily disposed of. The number of scholarships here is eight—two in each of the four years' curriculum. We have often had fifty or sixty students from Ulster, and there might be perhaps one or two scholarships amongst them. Certainly their coming here did not depend on their getting scholarships.

5244. Professor JACK.—I gather that that statement did not apply to medicine?—I understood it to apply to medicine.

5245. Dr. MARSTON.—What about a summer session here?—We have a summer session in the hospitals. We keep them open to the end of this month, but there is no summer session in the College.

5246. Do you not think it would be a good thing so far as the medical faculty is concerned, and if so would it be practicable?—I think it would be very desirable. Practicability would depend on whether it is fair to ask professors to teach a very small class.

5247. As a professional man and a man of business, comparing this with other places or with any provincial school in England, would you say a medical student had as good opportunities of learning his profession—with a view to practice mind—as elsewhere?—I cannot say that of the existing state. He cannot learn for instance practical midwifery. There is no provision in that respect.

* See Appendix III. B.—No. 34.

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5248. With regard to his medical training in other respects, are you able to form an opinion?—I should like to see the hospital field largely extended. I think this place might be improved in this way.

5249. What is the population from which the hospital is supplied?—The County Infirmary takes in cases from the whole county of Galway, which is a very large one.

5250. Can you not give the figures?—I can furnish you with the exact figures in a few minutes.

5251. With regard to fees, what is your opinion of the cost of medical education here?—The fees are the same as those charged in the other colleges, and they are considerably under the fees charged in Dublin.

5252. Are the fees under those of other professors of colleges in the United Kingdom?—They are, the usual fee here for a course of lectures is £2. In other places it is £3 3*s*.

5253. Rev. Dr. MOLLOY.—You consider that the plan of the Royal University in requiring the first examination in arts for medical students is open to objections?—Yes, under the conditions.

5254. On account of running the two things together—the medical and the arts course?—Yes.

5255. Is there anything in the regulations of the Royal University that requires a student to read his course for the first university examination in arts in the same year as he reads for the first university examination in medicine?—No; a student is anxious to save time and he tries to do it. It is pointed out that he may do it.

5256. The calendar does not require it, but the student personally can adopt that course?—The University, one may say, recognises it. It points out to the student that he may do this.

5257. There is no passage in the regulations which indicates a recommendation?—They allow it.

5258. They allow it?—They suggest it.

5259. They say that they allow it. Nothing beyond that. There is no recommendation of it?—No recommendation as such.

5260. I quite agree with your objection; but would it not meet your objection if a student when coming up for the first time to the Royal University were allowed to present himself for the first university examination in arts instead of presenting himself for the matriculation examination?—It would.

5261. That course would secure the literary knowledge at present required, and also would allow the student to devote four complete years to medicine?—I am not prepared to go into the question of the extent of literary knowledge required. Of that the University is a better judge than I am; but I object to concurrent study.

5262. Dr. STONEY.—I suppose that the advantage which classical studies have been found to possess over what may be called modern studies in Germany, may be attributed to what was very well expressed in the evidence that came before the Commission in Cork, when it was said that those methods of culture, the teaching of which has been perfected, are superior to any others, the best way of teaching which is not yet known. I would like to know, as you yourself have gone through the whole training of this College, whether in your opinion it was such as was calculated to give good education to a student subjected to it?—I think it was a very good education—an exceptionally good one.

5263. Is it your opinion, from your knowledge of students, that there would be a large number who could afford to spend five years upon their education subsequent to school—one year upon arts education, and four years upon medical education?—I would put the matter in this way, that as long as you leave it open in other places—if a student knows that he can get a university degree in one place in four years, and must spend five years in another—there is a strong tendency to get the qualification in the shortest time.

5264. The selection that would be effected would not be one in which the intellectually superior would be those who would be separated from the other candidates?—I do not think intellectualism would enter much into it, it is a question of getting a professional qualification.

5265. So that but few candidates would avail themselves of a five years course?—I do not exactly see what you wish to put.

5266. The question is whether the imposing of a five years' course will secure medical men better educated than those that go through a four years' course. If but a small number of candidates go for a five years' course it is quite evident that those who would be superior among them might be very inferior to the superior class among the great majority who could not afford it?—It is possible.

5267. That is a question which has really to be determined in judging of the prudence of instituting the five years course as against the four years course?—I have already stated the probability of intellectual superiority not affecting the question one way or the other.

5268. Professor JACK.—With regard to those four years, I understand the system at present is that licensing qualifications can be obtained anywhere in the United Kingdom?—That is so.

5269. Is it possible under the present regulations of the medical profession, that any uniform course should be adopted for Ireland alone, by the authorities of medical education in Ireland?—It is in the highest degree unlikely that any system would be adopted of confining a student to his own division of the kingdom.

5270. And the question is whether that would be an advantage or a disadvantage to Irish medical men?—It is almost beyond discussion.

5271. Were you an arts student or a medical student entirely?—On entering I got a scholarship in arts. The course for the first years medical scholarship is the same as that for arts. That was the extent of my arts course as such—but a single examination.

5272. You obtained a scholarship on entering and continued what was practically arts study, for a year?—I studied medicine from the first day.

5273. CHAIRMAN.—Where did you take your degrees?—In the Queen's University.

5274. I observe from this report which you handed in as part of your evidence that it is dated in March, 1878?—That is so.

5275.*Does the same state of facts mentioned in this report still obtain here?—There have been alterations.

5276. I would like you to tell us what the alterations are, because it would tend to mislead if this were handed in as evidence of the existing state of facts?—My reason for handing it in is, I may state, that it contains the suggestions which three of the medical professors wished to press on Government.

5277. Have any of the suggestions been carried out?—No.

5278.*Explain what you mean by this paragraph:—

"If the efficiency of the clinical teaching is to be maintained, we respectfully submit that steps should be taken to bring into connexion with the College, an hospital in which the professors shall have opportunities of pointing out at the bedside the nature and course of diseases on which they deliver lectures in the several departments of the College. Such an hospital may be secured at very little expense by utilizing the present County Infirmary."

Is not the County Infirmary one of the hospitals in which clinical teaching is given?—It is.

5279. And was it not so at the date of the report?—It was.

5280. Explain what you mean?—I wish to have all my medical colleagues associated with me in the infirmary or in some hospital in Galway.

5281.*Then the expression, "By utilizing the present county infirmary" means that the county surgeon's salary should be dispensed with, and that the professors in the College should do the work in the hospital?—That was the purport of it.

* See Appendix III. B.—No. 34.

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GALWAY.
June 12, 1884.

Professor Joseph P. Pye, M.D., M.CH., B.SC., F.R.U.I.

5282. Do I understand you that there is no formal class for dissections here?—Dissections cannot be called a class. There is a class for practical anatomy, where the roll is called, but dissections are superintended from ten to four o'clock, sometimes to five. They go on all day. Students go in and out.

5283. I was rather struck with the answer you gave to Dr. Marston, that there was no formal class for dissections. Please explain?—I have stated just now what I meant: there is a class of practical anatomy that meets at one daily. Dissections go on from an early hour in the morning to a late hour in the evening. The student goes away and comes back again.

5284. What do you mean by saying the students go to Dublin for the dissections?—I do not recollect saying that. It is not possible that I should have said it.

5285. I am willing to admit I made a mistake?—We think we dissect here much better than in Dublin.

5286. You are aware that they require an attendance of three years' dissections at the College of Surgeons?—They are remodelling their rules and constitution. I believe it was three years.

5287. Is it not three years now?—I cannot tell. Changes have been made in the last twelve months.

5288. Is there an extra payment over and above the fee authorized by the statute? Is there an extra charge for dissections?—Yes.

5289. What is the amount of the charge?—£1.

5290. Is that a sum over which the College authorities have no control?—It is. It is paid as a class fee.

5291. Speaking generally—I do not want to go into details—does any portion of that £1 go to increase the emoluments of the professor?—I consider the fee to be portion of my emoluments.

5292. I would rather you would not go into details. I am quite content to take a general answer. Does any part of that sum, after paying all the expenses, go to increase the emolument of the professor?—I have said that I consider the fee to be portion of my emoluments, but if you allow me to give two figures they will bring out very forcibly my position with regard to that fee.

5293. Certainly?—My receipts in that respect since I obtained the chair amounted to £576, and my expenditure under the same heading has been £740.

5294. Rev. Dr. MOLLOY.—Your balance is a negative quantity?—Very much on the wrong side.

5295. CHAIRMAN.—There are eight medical scholarships provided. You mentioned there was power to increase?—There is no power to increase the scholarships except in the event of a balance being at the disposal of the Council.

5296. And then it can be transferred from one faculty to the other?—Yes.

5297. Have you known any case in which there had been a surplus more than there had been awarded in any one year?—The extra rewards that we give are generally called exhibitions. In every year within my experience exhibitions have been given in medicine in addition to the scholarships.

5298. The full number of scholarships would be given, and in addition to that exhibitions would be given?—No; it might happen that in one year we might withhold a scholarship for unsatisfactory answering, and in another give two scholarships and two exhibitions.

5299. Have you any reason to think that if there were summer classes, they would be smaller than the classes in the winter session?—I am quite certain they would be smaller.

5300. But do you not think that summer classes would have the effect on students going to the Royal University staying here during the summer months to fill in the time?—Some would. A good many stay and have permission to study in the museum at the present moment, although there are no classes in the College.

5301. You think the summer classes if established would be smaller than the ordinary sessional class?—Yes.

5302. Dr. MARSTON.—Is your laboratory open during the year?—Yes.

5303. Are the men able to look at the instruments and appliances in the glass cases?—We allow them with proper precautions to inspect the instruments.

5304. You think they have some practical advantage in that respect?—I do.

5305. It is an additional advantage to let them handle them?—We take precautions. Only at certain hours of the day is permission given.

5306. You consider, whatever theoretical instruction is given here, that it is absolutely essential in the medical profession that a student should have good clinical instruction?—There can be no question about it.

5307. CHAIRMAN.—I do not think we have got clearly, in what respect the present state of things differs from the state of things presented in that report?—Since the date of that report a gentleman has been appointed professor, who holds an hospital appointment, and to that extent the position has been improved.

5308. We may take it that in the main the suggestions will be carried out?—I cannot say.

5309. Possibly some of the signatories to this have altered their opinions?—They are here to speak for themselves.

5310. Professor JACK.—Suppose the suggestions were carried out, would that change the position of affairs as regards midwifery?—There is a suggestion there as to midwifery.

5311. You spoke about summer classes, I presume that if the council of this College went into the question of summer classes they would require, supposing the summer classes were to be taught by the same staff, to consider whether they could relieve the professors who now teach for nearly nine months, of a certain portion of their winter teaching, and replace it by the summer teaching?—The professors teach for only six months in the faculty of medicine. I do not speak of arts.

5312. The question might arise as to whether a certain portion of the time now devoted to winter teaching might be devoted to summer teaching?—Yes; it would be very desirable, but it would be a hardship to direct professors to stay and teach a class of, say five or six students.

5313. It would be carefully considered?—We have considered it more than once.

5314. CHAIRMAN.—You are aware that they have established summer classes in Belfast?—I am.

Professor James V. Browne, M.D., L.R.C.S.I.

Professor JAMES V. BROWNE, M.D., L.R.C.S.I., examined:—

5315. Dr MARSTON.—You are a Professor of Surgery in this college?—Yes.

5316. You are also the Surgeon to the county of Galway Infirmary?—Yes.

5317. How long have you held the position of professor here?—I am in my thirty-fifth year. I was appointed on the 4th August, 1849.

5318. I believe I am right in saying that all the universities and examining boards insist upon certificates of hospital attendance before they grant their degrees?—Certainly.

5319. You look on that in common with everybody else as an essential part of medical education?—Certainly.

5320. As regards your lectures here, what number have you in your class?—This year I have had a very small number. I had only ten.

5321. What is your highest number?—Twenty-one.

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5322. In what year was that?—In the session of 1881–82.

5323. And in the session of 1882–83?—I think twenty-one also.

5324. And then?—In 1877–78, I think twenty.

5325. And at present you have ten?—Ten.

5326. Can you tell us briefly to what you ascribe this falling off?—I ascribe it to two causes. One is the altered condition of the country, the great poverty of the country, and the diminution of the population; and also that the townspeople, the shopkeepers, people of business in the towns, that used to send us a great number of students, have not been able to do it at present from the depressed state of things. Another cause would be that the young men, as yet, do not understand the Royal University, and what the Royal University is. However I have every reason to believe that that will be overcome.

5327. When they get acquainted with the Royal University you think they will avail themselves more of it?—I do.

5328. With regard to the men who attend you, are you satisfied with their zeal and attendance?—Very much so. They are extremely nice young men, and very attentive.

5329. They are desirous of being taught?—Yes.

5330. Very diligent?—Yes.

5331. How are they taught operative surgery?—In the County Infirmary and in the Union Hospital, where there have been very good operations done by Dr. Colahan.

5332. But by the men themselves?—They are taught by witnessing the operations.

5333. CHAIRMAN.—Is there an annual report published as to the County Infirmary?—There is, but it is merely for fiscal purposes for the Grand Jury.

5334. Dr. MARSTON.—It would not give any return of the number of cases in the course of the year, or the nature of the diseases treated?—It would not give the nature of the diseases, but it would give the number.

5335. You have periodical examinations in your class?—Yes.

5336. Have you all the requisite appliances and instruments to show your students?—I have a very fine set of instruments.

5337. Have you a pathological museum here?—Yes.

5338. Am I to take it that you are quite satisfied with the character of the teaching of surgery here in the Queen's College?—Yes.

5339. You have everything requisite for the purpose?—Yes.

5340. What is the hospital accommodation? Can you tell the number of beds in the hospital?—We calculate the hospital accommodation by counting the three hospitals—my Infirmary, the Fever Hospital, and the Union Hospital, which we have been allowed by the Queen's University, and which has been accepted as an hospital. All are available for clinical purposes.

5341. Adding those up, how many patients would you have roughly?—150, perhaps more.

5342. You have reports published of those—say of the infirmary to which you belong?—No report.

5343. Is there nothing that you can send in that could give us the figures?—No; but I can give you the figures correctly.

5344. Have you medical and surgical divisions in the hospital?—We have not. Some of the medical cases are in the same ward with the surgical cases.

5345. Will you allow me an opportunity of seeing the hospital?—I will be most happy.

5346. Speaking generally, have you a sufficient number and variety of cases to illustrate diseases and injuries?—I think so.

5347. What is your teaching machinery or staff?—My staff in the hospital consists of my friend and colleague Dr. Pye. Then we have the apothecary to the hospital. These are the only two.

5348. What is the number of operations in the hospital per annum? Can you roughly estimate it?—I did not happen to estimate it. I could hardly tell—say about sixty.

5349. How many of these are major operations?—I have not divided them; but I fancy about twenty.

5350. Half-major operations; very bad compound fractures and very bad injuries.

5351. And amputations?—Amputations.

5352. What number of accidents have you there—I have not thought it requisite to have that made up; but I can tell you all.

5353. When I go over the hospital I have no doubt you will be kind enough to give me the information?—Yes.

5354. What about the appointment of dressers and house surgeons?—Young men—some who are sufficiently advanced we employ as dressers.

5355. Do all that pass through this hospital get training in case taking? There being so small a number are you able to put them all through that?—Yes.

5356. How are they taught clinically?—I have clinical lectures twice a week. Besides that they have the bedside instruction which is the clinical in itself.

5357. Are they taught to apply dressings, bandages, and splints?—Yes.

5358. Are they taught to prescribe?—I do not think they are. They do not prescribe in my hospital.

5359. You mentioned that there are other hospitals—are they separate?—Yes.

5360. Are they so distant from the College, or from one another, as to render it a good deal of physical exertion to get to them?—No, they are quite close; the other is on the way into the town by the jail, and mine is near the Club.

5361. You think this practical training is quite good—practical training equivalent to their theoretical training?—I do.

5362. Have your students opportunities of studying, practically, diseases of the eye?—I do not think we have many cases of eye disease, but we have some, and when we do, we have all the appliances for the purpose.

5363. Have you any operations on the eye?—Yes.

5364. Very occasionally?—Very occasionally.

5365. Have you operations for cataract and things of that kind?—Yes.

5366. Is that a speciality here. Have you an oculist who devotes himself to that?—There is no specialist, but my friend, Dr. Pye, operates extremely well, and he does almost all ophthalmic operations. I am now advanced in life, and I cannot now do these things I used to do readily before.

5367. Is there a good retiring pension for men when they get on in life?—There is no retiring pension at all.

5368. It is like other things—there is more money wanted?—There is, and I think there ought to be a retiring pension. A man who has spent thirty years ought to be allowed to go out on a retiring pension, and make way for the younger and fresher men, up to all the novel operations in surgery. I keep pace as well as I possibly can myself; I have an excellent home library, and I read; I am pretty well up on all subjects which I am bound to teach.

5369. That is a matter of conscience with you?—Of course.

5370. Have the students an opportunity of seeing syphilitic diseases and diseases of the skin?—Yes.

5371. Have they sufficient opportunities in that respect?—They have a good number of cases; you will see a number of cases of skin disease.

5372. Do you think the introduction of a summer course would entail some hardship on the professors?—I do not think it would be practicable; I don't think you would get a class to attend; it would be desirable in some instances, for botany.

5373. Is there anything that you would desire to add?—Nothing; I would be very happy to give all the information I can.

5374. When would it be convenient for me to see the hospital?—Whatever time you name.

5375. CHAIRMAN.—I believe the principle upon

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GALWAY. June 12, 1884.

Professor James V. Browne, M.D., L.R.C.S.I.

which medical professors are not allowed a pension is, that they have their private practice along with their income from the chairs?—Yes; the private practice is almost gone to nothing, the country being so poor.

5376. That is the principle alleged?—Yes.

5377. Professor JACK.—I think Professor Pye gave evidence that generally the students here go to Dublin for operative surgery, because there is no formal class for operative surgery here. I understand there is a distinction between your class of practical surgery and operative surgery?—Yes.

5378. CHAIRMAN.—With reference to the question I asked you, I dare say the College requires a certain staff of medical professors?—Yes.

5379. Owing to the nature of the country and the population, there would not be private practice for such a number of medical men as the staff of the College would be?—There would not be that amount of practice as would support the men. With reference to the question of the students going to Dublin for operative surgery, I think it is always desirable for a man after he has passed his examination here to go to obtain further experience from good metropolitan hospitals.

5380. Dr. MARSTON.—You do not think there is a sufficient variety and amount here to give a man full and complete training?—There would be to give him sufficient training to enable him to pass his examination; but after that, it is my opinion he ought to go to some metropolitan hospital.

5381. To learn his profession?—I think here he would be taught his profession well; but he would obtain a great deal by seeing the practice of some of those large metropolitan hospitals.

5382. And you think he wants that to complete his practical training?—I found it necessary myself although I was a student of Dublin; but after that I went to London to Bartholomew's Hospital.

5383. Dr. STONEY.—Do you suppose he would benefit by walking large metropolitan hospitals such as those of London, Paris, or Vienna, more if he attended them while a student than if he postponed going there till after he had cleared off the weight of preparing for his examinations?—Certainly, after passing.

5384. And had actually got out his qualifications?—Just so; because he had the weight of examinations on him he could never do both well.

5385. CHAIRMAN.—Particularly if he had the first university examination in arts before him?—It would be very desirable if a man could afford it, to get a degree in arts before he went to a profession.

5386. You have had a good deal of experience, do you think it is a very desirable thing to facilitate the entrance into the medical profession. Don't you think it is over-stocked?—It is; there are a good deal too many in it.

5387. And the interposition of this first year's University examination in arts would have the effect to a certain extent of checking the entrance into it?—I think it would; but I do not know whether that would be desirable, because men look for some opportunities of settling themselves in life, and providing for themselves and they will not be guided by anybody in that case. They will try and get a profession as soon as they can. There are a great many openings in the profession.

5388. Dr. MARSTON.—It is a question of supply and demand?—It is.

5389. Dr. STONEY.—And the demand for qualified men in the medical profession is enormous?—You will seldom see a young man without employment if his character is good and if he is well behaved. He gets a dispensary or gets into the army.

5390. Professor JACK.—I suppose if the door is made very narrow in Dublin, it is still left open elsewhere?—Certainly.

Professor John Isaac Lynham, M.D., M.CH.

Professor JOHN ISAAC LYNHAM, M.D., M.CH., examined.

5391. Dr. MARSTON.—You are the Professor of Medicine here?—Yes.

5392. How long have you held the appointment?—Since 1879.

5393. Are you physician to the hospital here?—No.

5394. You hold no hospital appointment?—No.

5395. What is the number in your class in the College?—The number this year has been very much smaller than any year to my knowledge, only eleven.

5396. What is the highest number that you remember attending your class?—The highest on the roll was twenty-five, but of the twenty-five one did not attend, so that the highest number attending within my experience was twenty-four.

5397. How long ago was that?—That was in the session of 1880–81.

5398. Do you know the hospitals here at all?—When I was a student I attended them.

5399. CHAIRMAN.—As a matter of fact the medical school was larger in 1881–2 than in 1880–81?—I have not the notes with me; it may be in 1881–82.

5400. That was the largest year?—It was that year I referred to. By looking at the roll book I could see in a moment. [On referring to roll book I find it was 1880–81.]

5401. Dr. MARSTON.—Have you had any knowledge of any other college or university with medical undergraduates?—I cannot say that I have had, except occasionally in some of the medical schools in Dublin. Not of any other college or university.

5402. The reason I asked you was, that you might tell us whether you had formed any idea of the standard of the two?—No. I have not

5403. Are you satisfied with the attendance and diligence of your men?—Yes. On the whole the attendance is very good, and the diligence too. There are of course exceptions, but such is the case elsewhere.

5404. But you think it a disadvantage that you are not connected with some hospital so as to illustrate your lectures by specimens of various kinds of diseases?—The theory and practice of medicine is very closely allied with clinical teaching. The association of the two is very desirable indeed, but still the theory and practice of medicine is in a measure preparatory to clinical teaching.

5405. You give them a regular course of study and lectures?—Quite so.

5406. Have you examinations in your class?—Yes, several times in the week.

5407. Have you a roll call?—Yes.

5408. Have you a good pathological museum?—Very fair.

5409. You have no professor of pathology?—No, but for the past three years I have given a course of elementary pathology to the clinical students.

5410. From what you know, what opportunities have the men of studying morbid anatomy?—There are a number of very good specimens in the museum, and we have a large number of microscopes and microscopical preparations, and there is teaching from diagrams.

5411. I suppose you have here, as elsewhere in Ireland, some difficulty with regard to post mortem examinations?—Yes.

5412. Have the students any opportunity of seeing the effects of disease in the dead?—Not as a rule, except those pathological specimens in the museum, and an occasional patient.

5413. When you say occasional would you say very occasional and very rare?—I cannot speak practically, I have no practical experience, but I

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Professor John Isaac Lynham, M.D., M.CH.

have heard students speak occasionally of being present at post mortem examinations. I have not conducted any.

5414. Would you consider that an essential part of the training for the medical profession?—I consider it very important, not absolutely essential perhaps.

5415. Would you prefer to say nothing of the hospitals?—Yes, as I have no official connexion with them. I have frequently been present at operations in the County Infirmary, and assisted at them, but only as a visitor.

5416. There is no professor of hygiene here?—No.

5417. Do you yourself teach them anything in the way of prescribing or of diet in connexion with disease?—Yes, that comes into the course certainly.

5418 Do you subject them to examination very frequently yourself?—Very frequently; several times in the week.

5419. Do you know anything directly, or have you heard your students say anything about the opportunities they have for gaining a knowledge of practical midwifery here?—I have no experience.

5420. Can you tell me what opportunities your students have of clinical teaching?—I was a student here myself, and I can form an idea as to the clinical teaching. I thought it was on the whole very fair. I saw a great many interesting cases, and important operations at both the Union hospitals and County Infirmary when I was a student.

5421. You are speaking of how many years ago?—From 1871–72 to 1874–75.

5422. Dr. STONEY.—You graduated in 1875 with first class honours?—Yes.

5423 Dr. MARSTON.—But you do not know what the clinical teaching is now—of your own knowledge?—No.

5424. CHAIRMAN.—Who are the medical staff of the County Infirmary?—Dr. Browne and Dr. Pye. There are the town hospitals then, with Dr. Colahan.

5425. Dr. STONEY.—Can you express your opinion generally as to the quality of the education you received as a student in this College?—I think it was very good. I think I was quite equal to the students from other schools.

5426. Professor JACK.—Does that refer to medicine or to medicine and arts?—To medicine.

5427. CHAIRMAN.—Were you a student in arts?—No.

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*Professor NICHOLAS W. COLAHAN, M.D., M.CH., examined.

Professor Nicholas W. Colahan, M.D. M.CH.

5428. Dr. MARSTON—You are the Professor of Materia Medica in this College?—Yes.

5429. And you are Physician to the Union Infirmary?—I am Physician to the Union Infirmary and Fever Hospital.

5430 What number of students have you attending your lectures on materia medica?—It has varied for some years. I have been professor for nearly five years. They vary for the last three or four years.

5431. How many were there in 1881–82?—They were then forty.

5432. How many in 1882–83?—Twenty-nine.

5433. And in 1883–84?—Eleven during the present session.

5434. Would you like to express your views as to what the diminution in numbers is attributable?—I have very little doubt on the subject, that it is due to the dismemberment of the Queen's University and the establishment of the examination board of the Royal University.

5435. Do you think the condition of the neighbourhood—times being bad—has had any influence?—I have no doubt, it has to a small extent, and in years gone back you could read the pulse of the country much better than at present, because there was no disturbing influence like the Royal University, and at that time you could judge when the state of the country depressed the College; but at present the great diminution is due to the Royal University. This is my reading of the question. We like to make friends of the Mammon of Iniquity now and then, and I think the students like to come in contact with the professor who afterwards examines them.

5436. Have you examined?—Not in the Queen's or Royal University.

5437. Do you bring specimens to illustrate your lectures?—I do. I have every facility for teaching.

5438. Have you any botanic garden?—Yes, a portion of the college grounds is set apart for that purpose, but the climate is not what it ought to be, and it is only within the last two or three years that a botanical garden has been established, so that as yet it is of little value.

5439. On the subject of materia medica, do you think men are too much occupied with details about a large number of drugs, because, after all, a relatively small number is necessary for the treatment of disease?—Yes, but the course must include the drugs and compounds of the Pharmacopœa; and my opinion is that more time should be spent on therapeutics than is generally done, so much so that I believe the teaching of materia medica should be divided into two distinct courses One materia medica, and the other therapeutics. In fact, I feel bound to lecture more on therapeutics than on materia medica, the latter is more or less detail, and can be well learned from text books.

5440. And so you encroach on the practice of medicine?—To a certain extent, and it is necessary in order to illustrate the action of plants with proper force.

5441. What is the accommodation of the hospital to which you belong?—Between 120 and 130 beds.

5442. Do you practically examine the students of the College?—Yes, both at the hospital and in class. Each day before we commence I spend ten minutes examining them on the subject of the day before, and I satisfy myself of the thoroughness of their knowledge. In order that we may get over more of the time, I take them on materia medica, which is an exact science—all about plants, where they come from, and so on—and then a knowledge of their therapeutical value. As I have stated I dwell particularly on the latter.

5443. Have you a published report of the hospital?—Yes, you can see it. The average number of patients in the hospital, both in winter and summer time can be seen in the books if you come round.

5444. In the meantime be good enough to tell me have you a great number and variety of cases?—For the purpose of teaching the practice of medicine principally there is a constant stream of most valuable cases—chest diseases, diseases of the heart, of the lungs, and abdominal diseases also.

5445. Have you a large extern department?—The extern department depends on the number of persons applying for external relief. I must tell you that our hospital here, although it is a union hospital, is still to a very large extent a town hospital in this way: that people seeking admission are not all belonging to the union, so that really we have had a large stream of valuable cases during the winter more than sufficient for clinical teaching.

5446 You are speaking of the medical side?—Yes, and in the surgical we have had most valuable cases, too, and I consider in the olden times, when you calculated on the students being here a number of years, you were certain to be able to show them from year to year, examples of all the most important cases; typical ones.

5447. What is the amount of accommodation which your hospital affords?—One hundred and thirty beds. The average during the winter would be one hundred.

5448. Do you get many instances of the rarer forms

* See Appendix III. B.—No. 37.

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GALWAY. June 12, 1884.

Professor Nicholas W. Colahan, M.D., M.CH.

of disease?—Yes, and we get some picked cases from the country.

5449. Do you get many cases of fracture?—Yes, we have had several fractures this year.

5450. Have you an ophthalmic department?—We meet some most valuable cases of eye disease, but of course it is not at all a specific hospital for eye disease.

5451. How do you conduct your clinical teaching?—The first thing I do is I classify the students according to their year at college. I am of opinion that a first year's student, who is just beginning to learn for the first time, and who is not conversant with pathology or with the nature of clinical examination, cannot derive the same advantage as students of the second, third, and fourth years, and requires to be specially attended to. I consequently try to bring them on gradually to know all the different diseases by name, and to learn from what they see and hear. I devote all my attention to the second, third, and fourth year's students. I make them use the stethoscope, and they copy my prescriptions.

5452. Does the student examine cases for himself and take notes of cases?—Not alone does he do that, but I insist on his doing it in some instances, and I even compel the most junior students to come forward, because as I tell them there is no reason why even the youngest should not learn to use the stethoscope and see for themselves.

5453. Are they taught practical pharmacy?—That is an innovation and a very good innovation, I grant you. Several students have got certificates in the establishments of this town, and I have every reason to think that the instruction they get will meet the requirements of the Royal University.

5454. You agree that it is a good thing that they should learn practical pharmacy?—Certainly; everything that increases knowledge is.

5455. Do you teach them about the dietary of disease?—At the hospital, and also at the latter end of the class, but principally in the hospital, in connexion with the treatment of the patients, this comes under their observation.

5456. What sort of opportunities have you for post mortem examinations?—I may say it is very little. It is a great want here.

5457. Can students study throughout their full course here without seeing post mortem examinations?—They see them in the hospitals in Dublin, which they generally attend.

5458. They would not see them here?—They do occasionally, but it is not a recognized thing here.

5459. They are very rare here?—They are. There is a very strong feeling here against them on the part of the friends of deceased patients. I have asked permission myself to be allowed to make post mortem examinations. It is an essential part of teaching, and it is a great want here in order to verify diagnosis.

5460. What opportunities have you for teaching practical midwifery?—The students as a rule go to one of the large hospitals, like the Rotunda or the Coombe, in Dublin.

5461. This place does not fulfil the requirements in that respect?—It could be made to work if the students expressed a wish, but the students think they ought to go to Dublin for operative surgery and practical midwifery. Our Lying-in-Hospital here contains twelve beds.

5462. What do you think of hospital attendance in summer?—The students do not remain, but get away home after the hard winter's work, and read for some examinations coming on generally in June or September.

5463. Do you think that the medical curriculum has been too much enlarged, and too many subjects pressed into it?—I believe that it is brought to the very limit. For four years the students' hands are pretty full.

5464. Is it your opinion or not that too many are satisfied with mere theoretical knowledge?—I do not think I can agree with that. If the student in the early stage of his career neglects theory, when he is fascinated with practice he will not return to it. It would be fatal to a man to spend all his time at practical work and not to read. I would look on the men who did that as so many empyrics.

5465. But do you think the theoretical learning disproportionate, considering what he has to do? Does it appear to you that he has so many lectures to attend and so many subjects to get up that he has to neglect the practical instruction in hospital and clinical teaching?—No; there is sufficient time for a man who reads thoroughly to attend to the practical part of his studies and to attend the hospitals for a certain time, although there are only four years for the curriculum.

5466. Professor JACK.—Do you consider four years the practical limit?—It is not the practical limit, but we look upon it so. I look upon it that in four years a man should be qualified. Some men will take a little longer time than that.

5467. But with regard to the majority of them?—The great majority of the students passing through this College take four years, unless they go to other bodies than the University; for instance, at the College of Surgeons, Dublin, or at the Scotch boards, where they get a double qualification, they do not take so long.

5468. Have you any difficulty with regard to the point you mentioned, that the subjects of the professors in the same faculty sometimes overlap. For instance, sometimes there have been cases of a professor saying, "This is my subject, and my colleague should not touch it." Have you any practical difficulty in that way? I gather from your evidence that you slightly encroach on the practice of medicine?—Quite the reverse of that. I ask the students what subjects they have been taught in their lectures on the practice of medicine; if they tell me, I make them pay attention to such cases when they meet them in the hospital, so that they may better understand their lectures. They like it very much.

5469. Dr. STONEY.—As you have had wide experience, both as a student and as a professor, can you tell me whether the teaching at the College has been and is of a full and careful kind?—I must answer that question as regards the oldest students, and since the Royal University was established. So long as we were certain of our students four years, we were certain that we could turn out good men. Now we are not at all certain of one for two years. If a man stays here four years he becomes thoroughly scientific and practical, and one year in hospital afterwards would make him a most useful man in a medical point of view.

5470. Professor JACK.—You were a student here yourself?—And in Dublin. I also visited the hospitals in London and abroad.

5471. At what time did you cease to be a student here?—In 1872.

5472. You can express an opinion with regard to the mode of teaching the medical students in Galway in 1872, when you were a student there?—The teaching then was exactly the same as it is now. I consider it most excellent now; I considered it most excellent then. We, students of the Queen's College, always looked upon ourselves as being a little perhaps better than our neighbours.

5473. CHAIRMAN. — You are speaking of the medical faculty?—The medical faculty.

5474. Not of the arts?—I entered here in mathematics, and got two or three scholarships in mathematics, a subject I was fond of.

5475. Professor JACK.—Can you speak of the arts teaching as you remember it?—My recollection is, that it was efficient in every way. There is one question you asked Dr. Browne, that you did not ask me. You asked Dr. Browne with reference to a retiring allowance to the professors, and the effect of th College, on a man practising in Galway. I think you will all agree with me, that at present the circumstances in that respect are extremely severe, our chairs are very small indeed as regards their stipend. We have got no retiring allowance, because we are

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practical men, and are supposed to practise outside. Against that, where Galway is a centre of education, so many scientific men are brought here as naturally to diminish our practice, so that, though allowed to practise, we practise in a diminished field.

5476. You agree with Dr. Browne, that there is not enough of practice here, for it is necessarily diminished by the number of professors required?—Quite so, and I wish my statement to go before the public.

5477. Dr. STONEY.—Independent of any private interests of individuals it is important for the College, that there should be a retiring allowance for the medical professors. It is important for the College that there should be that infusion of fresh blood, Dr. Brown spoke of, maintained here?—I quite agree with that, and it can be done only by giving retiring allowances to old professors.

5478. Dr. MARSTON.—There is one question I have to put, about the opportunities the students have here of seeing contagious diseases?—As regards the run of the hospital, the men have good opportunities enough. We have a special fever hospital, and in it the numbers vary very much. The diseases are principally typhus, and typhoid, and frequently measles and scarlatina are epidemic among children. In 1878-79, we had great facilities for teaching small-pox, which, however, I hope, will not return again.

5479. Have they had an opportunity of observing the exanthemata in children?—We had an epidemic of measles, both last year and this.

5480. What is the accommodation of the hospital?—We have room for forty-four beds in the fever hospital; only a few of them are filled at the time. I was looking for some notes, taken during the time the students were here this year. They had an opportunity of studying forty cases, whereas last year, in the month of April, there were 36 patients in the hospital on one day.

5481. What is the average occupation of the hospital?—That I cannot tell. I will look out in the morning for it.

5482. Professor JACK.—There are about forty beds?—Between forty and forty-four. In one particular week there were thirty-six patients in the hospital.

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*Professor RICHARD JOHN KINKEAD, B.A., M.D, examined.

Professor Richard John Kinkead, B.A. M.D.

5483. Dr. MARSTON.—You are the professor of midwifery here, and you are also joint lecturer in medical jurisprudence?—Yes.

5484. The lecturership in medical jurisprudence is a temporary matter?—There has never been a professor of medical jurisprudence in the College. There has always been a lecturership. For some years I have held the post jointly with the professor of chemistry. He takes the analysis of poisons, and I do the rest; I am a graduate of the University of Dublin.

5485. How long have you held the professorship?—Since 1876-77.

5486. What number have you attending your class?—They vary. I have had in 1881-82, 23, and this year I had 9.

5487.* I suppose you have everything necessary for your lectures. In the way of apparatus you do not require very much?—I have. I have a very fine collection of instruments which we add to year by year, and I have got one of the best museums in the United Kingdom.

5488. I dare say you heard one of the witnesses mention that the opportunities for the study of practical midwifery are relatively small here. Be good enough to tell us if that is so?—As far as I know there are none.

5489. There is no maternity you mean—no midwifery hospital?—I do not know of any. There is a ward, I believe, attached to the Union hospital.

5490. Where do they get their practice then?—I think they chiefly go to Dublin and take it out at the Rotunda or the Coombe hospital.

5491. They are unable to get practical instruction here?—They are unable.

5492. What arrangement is there for the treatment of diseases of women and children?—Practically the same rule applies, except any chance case that may turn up at the hospitals.

5493. I suppose you agree with all of us that it is absolutely necessary to have a large number of patients in order to study medicine practically?—In order to practise medicine.

5494. In order to fit yourself for the profession you must have sufficient clinical material?—Quite so.

5495. I want to know whether there is in this place a sufficient amount, quality and variety, to fit students for the practice of the medical profession?—Do you mean that as it refers to my own or generally?

5496. Generally. What is your opinion? You have had opportunities of seeing other places—Dublin, and so on?—Dublin.

5497. Contrasting this with other places, what do you say?—At present I am not attached to any of the hospitals, and I can only speak from hearsay, but I hear from the students the general report.

5498. What is the general opinion of the students; have you taken the pains to ask them?—I have not inquired particularly, but I have, of course, heard occasional expressions of opinion.

5499. Is there any objection to your giving it?—They are not as good as in Dublin or a large city.

5500. Have the medical students sufficient opportunities for acquiring a practical knowledge of their profession here?—As far as the theoretical teaching goes I do not think they could get better anywhere, but I do not think that at present there are materials, for clinical teaching, that is, taking into account the advances surgery has made in the present day.

5501. In what particular would you say you are deficient here, looking at the various branches of medical practice?—Well, there are no specialities here.

5502. Of what, for instance?—No specialities of diseases of the eye, or diseases of the ear, no particular institution for diseases of women and children, and we have no large midwifery ward. Of course something might be done in the way of utilizing the dispensaries, but they are outside our control.

5503. At present you do not avail yourselves of them in any way?—At present we do not.

5504. What do you wish to remark about the provision for the study and treatment of infectious diseases?—There is a very fair fever hospital that might be made available for teaching if there was material.

5505. Are you physician to the fever hospital?—No; I hold no hospital appointment.

5506. Have you been over the hospital yourself?—Not for some years; not for the last three years. I used to teach three years ago but I do not now.

5507. Would you like to add anything to what you have already said?—There was a question asked about the falling off in the number of students that attend. Now I believe, that, in a certain measure, depends on the course legislation has taken, because it is not necessary now to attend lectures in one of the Queen's Colleges in order to get the degree of M.D. in the Royal University. Apart from that a large number of students go to Edinburgh to qualify—naturally wishing to be in a position to start in practice as speedily as possible. One of the reasons why a large number of the profession are desirous to have a Medical Bill passed through Parliament equalizing the examinations in the three divisions of the kingdom is because medical students will go wherever the curriculum is shortest, and where they think the examinations will be easiest. The medical degree of the Queen's University had a great deal of *ανδος* attached

* See Appendix III. B.—No. 38.

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GALWAY. *June 12, 1884.*

Professor Richard John Kinkead, B.A., M.D.

to it. We used to have men going in for that degree here for four years. That is not the rule now; an additional year is practically required in the Royal, and that have some additional courses to take out, for instance—lunacy and pharmacy, these take up additional time, so that large numbers go over to Edinburgh.

5508. Do you think on the whole, that the curriculum of the Royal University is a better one?—Well it is an enlarged one, I do not think it is a better one.

5509. Speaking of the opportunities here as compared with those afforded in Dublin for learning their profession, will you give me some expression of opinion?—I have had experience myself of both the College of Surgeons School and Trinity College School, and for four years I was examiner in the Queen's University, and I certainly found the men I examined in the Queen's University coming up from these colleges were well prepared men and answered satisfactorily.

5510. I want to know about those from this particular College?—We certainly held our own or rather more than our own compared with our numbers as against Cork and Belfast.

5511. Do you know any other medical schools practically?—Not practically.

5512. With regard to the hospital advantages offered in Dublin, what do you say?—Dublin is far and away beyond us here.

5513. Do you know Cork and Belfast?—I do not know them well.

5514. Do you know them sufficiently to give an opinion as to the opportunities they possess as compared with this?—I do not know.

5515. Professor JACK.—There are licensing boards in Scotland, England, and Ireland?—Yes.

5516. Is it possible to get a licence for a medical student at any of these boards in four years?—It is. In some of them it is possible even in a shorter time than four years. They have not to give evidence of having spent four years, but they have to produce certificates of such length of attendance at lectures and such at hospitals, and that may be done in less than four years.

5517. So that the licensing boards in Scotland, England, and Ireland, are subject to the same observations you make?—Some are shorter than others, for instance it has been given in evidence before the Royal Commission inquiring into the need of a Medical Bill before Parliament, that in Edinburgh the licence could be obtained in a shorter time than in other places. The question arose with regard to students from Ireland and other places, and it was found that a large proportion, considerably more than half, taking their qualifications in Edinburgh, came from England and Ireland, while the Scotch were in a minority.

5518. CHAIRMAN.—From what you know of the medical school here, did not a proportion of the students always, even in the time of the Queen's University take out their degrees from other licensing bodies?—Always some. I was endeavouring to trace that with regard to my own class, yesterday. I was not able to finish it, but it is not a large number.

5519. Give us an idea about what proportion of the medical students here used to take their degrees in the Queen's University as compared with those who went elsewhere?—I know that in 1876–77, I had then a class of fourteen, of whom three took their qualifications elsewhere, two in Edinburgh and one in London; that is in one year. In the next year out of a class of fifteen, two took their qualifications elsewhere. I had not time to go over the rest.

5520. Professor JACK.—I mentioned this morning to Dr. Moffett, that we were anxious to obtain information about the students who matriculated in the Queen's University, so as to know what course they are taking now. I dare say the medical professors may be able to assist in giving us the information?—I do not know how we could do that except so far as relates to men in the College at present. We have no means of tracing a man once he leaves the College except by turning to the medical register and seeing where they qualify. I need not say with regard to the expression of opinion as to the retiring allowances, you will find a remarkable unanimity of opinion on that subject. There was a question that turned up out of the examination of the President, on which I would like to make an observation, as to the conduct of the students and their desire to work. Since I was appointed and commenced to teach—and I sometimes have taught a class of 120—I have never had to say a word of censure to any of them, and compared with my own experience of Trinity College and the College of Surgeons, they were the best conducted class of men I ever met, many of them were men of singular ability and very hard workers.

5521. Dr. STONEY.—They profited in proportion to their anxiety to work?—They did. A great many of them came with very little money. They were a poor class and many of them have become distinguished men and have reached high position.

GALWAY. *June 13, 1884.*

NINTH DAY—FRIDAY, JUNE 13TH, 1884.

AT QUEEN'S COLLEGE, GALWAY.

Present—R. P. CARTON, Esq., Q.C., Chairman.

Rev. GERALD MOLLOY, D.D., F.R.U.I.; GEORGE JOHNSTONE STONEY, Esq., A.M., D.Sc., F.R.S.; Professor WILLIAM JACK, LL.D.; and Deputy Surgeon-General JEFFERY A. MARSTON, M.D.; with N. D. MURPHY, Jun., Esq., Secretary.

Professor John Fletcher Davies, M.A., D.LIT.

Professor JOHN FLETCHER DAVIES, M.A., D.LIT., examined.

5522. CHAIRMAN.—You are the Professor of Latin in this College?—Yes.

5523. How long have you been Professor of Latin?—Since 1880—three and a half years.

5524. What experience, if any, had you before you came here?—A very great deal.

5525. You were professor in Downside?—For two years.

5526. Were you teaching Latin there?—Latin and Greek.

5527. And where else?—Before that I was at Kingstown school, in point of fact a grinder there.

5528. Rev. Dr. MOLLOY.—Is it at Dr. Stackpoole's?—Yes, for fifteen years.

5529. CHAIRMAN.—You have had a considerable experience in teaching?—Yes, and in examining.

5530. Examining for matriculation?—Yes.

5531. Did you examine for matriculation in any but your own subject?—No.

5532. The matriculation in arts, I observe, is not of a difficult character?—No.

5533. Can you tell me which book out of the Latin books they may select from is the general favourite?—The first book of the "Æneid" or the fourth book of Caesar's "Gallic War."

5534. Does the larger proportion take "Caesar" in preference to the first or second book of the "Æneid"?—About the same.

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5535. There is no Latin composition in the matriculation examination?—No.

5536. What class were you master of at Downside?—I taught the first class.

5537. That is the highest class?—Yes; at the College it was called the first.

5538. I mean in scholastic position; was it the highest class?—I cannot say. I think it was becoming so very fast, but I cannot make a comparison.

5539. Is there not a regular series of classes there?—There was at St. Gregory's college.

5540. St. Gregory's was the ecclesiastical seminary?—I taught both in the monastery, and in the college.

5541. What class did you teach in the college?—The higher classes.

5542. Can you institute any comparison between the amount of knowledge displayed by any of those classes, and the amount of knowledge you found displayed here by candidates for matriculation?—I should not like to do so.

5543. Why?—Because they were beginning to rise; at that time they had just introduced the extra masters.

5544. In what class in Downside did they teach Cæsar?—In no class that I had.

5545. In what class did they reach the first and second books of the Æneid?—What they called the higher syntax.

5546. That would be two or three classes from the top?—That would be third from the top.

5547. So that a boy leaving Downside in the third from the top would be able to pass the matriculation here, so far as Latin is concerned?—Here we expect a higher standard a good deal; besides these were boys of thirteen or fourteen years of ago.

5548. But they were reading the first and second books of the Æneid?—Yes.

5549. What is the average of rejected candidates for matriculation here?—I should think about thirty per cent.

5550. Is it so much as that?—Yes; perhaps not quite; but somewhere about that as far as I can guess. They have sometimes come three times running and been rejected.

5551. Do you find that the candidates who come here for matriculation are well prepared, or badly prepared, or imperfectly prepared, or how?—Those that were admitted were very fairly prepared and promising students; we did not expect them to become well prepared, but we wished to select all the promising ones, who after two or three terms of lectures are likely to turn out well.

5552. Do you in the first year teach Latin grammar to any of your students, or do they come thoroughly grounded in Latin grammar?—That comes on orally in lectures.

5553. Then you do teach Latin grammar?—On the black board orally, and by means of Latin composition every day.

5554. You found they did require to be taught Latin grammar?—All students do: even gold medalists.

5555. Do they begin the Latin composition at once?—Yes; I put down a piece of English on the board, and next time they come I give my own translation to them in Latin.

5556. The outlines of Roman history come within the purview of your chair?—Yes; but I do not teach that from the book, I teach it *viva voce*.

5557. What knowledge of the details of Roman history are they required to know when they come here for matriculation?—With regard to Cæsar, they are required to know about what time he lived; the state of things at the time of the Gallic war; who were his contemporaries.

5558. Is that the subject which is put to them at matriculation as coming under this heading, "Outlines of Roman History"?—Yes.

5559. Then it is in reference to Cæsar the outlines of Roman history are treated?—Whatever book they take up.

5560. But it is only the outlines of Roman history in reference to the book they take up?—That is all I ask; I am at liberty to ask other things, but I do not think it is quite fair, there is such a large field in Roman history from beginning to end.

5561. Have you had experience of matriculation examinations in any other university or university college?—Having been in Trinity College, Dublin, and matriculated there, I know something about it, and about the Royal University, of course.

5562. First, as to the matriculation in Trinity College, which do you think is the highest?—When I entered, the course was very large indeed. We had first to write a Latin theme, then an English theme, then we had four heavy Latin books, and then we had four heavy Greek books. That was in 1852.

5563. From this you know the matriculation—it may have been altered since?—I was there a resident master.

5564. Down to what time were you resident master?—Down to 1876.

5565. Down to 1876, at all events, the matriculation examination in Trinity College was of a much more difficult character than the matriculation examination here?—It would be a very great deal altered, but in point of fact, if any one made from two and a-half to three, out of ten, he was able to pass

5566. But the range of subjects was much more large?—It was.

5567. Are you an examiner at the Royal University?—Yes.

5568. Then you know what the quality of the matriculation examination is there?—Yes.

5569. Is the standard of examination there, higher than here?—I think that with regard to young students there is not much to choose between; the distinction would be very fine if you did make a comparison.

5570. The programme is more extensive?—Yes.

5571. And Latin composition is required?—Yes.

5572. You examine for the scholarships?—Yes.

5573. That is both the entrance scholarships, and those at the end of the first year?—Yes.

5574. Tell me before I come to the question of scholarships, how many classes have you?—Three.

5575. We will take last year. How many had you in first honours last year; I mean in the lowest class this session?—Fourteen.

5576. Fourteen in the first?—Yes.

5577. How many in the second?—Eight.

5578. And in the third?—About the same.

5579. So many as that?—Yes, altogether thirty-two.

5580. There are three in the third class?—I do not feel quite sure.

5581. That is only thirty—you say you had fourteen in the first year?—Yes.

5582. And eight in the second?—Yes. Between the pass and honour men, I am making some mistake, but at any rate it is thirty-two altogether.

5583. I would like to know exactly how many you had in the two higher classes?—Perhaps Mr. Loftus knows.

5584. Is there a class of three?—The highest class of all; the three years men who are reading for their B.A. degree in the Royal.

5585. And who would be eligible for the senior scholarship at the end of the year?—Yes, that is fourteen, eight, seven, and three.

5586. Dr. *Moffett*.—Eighteen, six and four.

5587. Mr. *Loftus*.—Eighteen in the first year, six in the second, four in the third, that is the present session.

5588. CHAIRMAN.—Is there an additional class reading for B.A.?—There are thirty-two altogether.

Mr. *Loftus*.—There are thirty-one altogether this year in the honours.

Dr. *Moffett*.—He is not counting one pupil who makes up the thirty-two, he was a matriculated student.

CHAIRMAN.—He has dropped the arts course.

Dr. *Moffett*.—I think so.

5589. CHAIRMAN.—But for the men reading the

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GALWAY. June 13, 1884.

Professor John Fletcher, Davies, M.A., D.Litt.

arts course, there were eighteen in the first, six in the second, four in the third, and three in the fourth?—Professor *Davies*—Yes.

5590. Does this represent the normal state of your class, or has it been different in previous years?—It has been different in previous years.

5591. What is the largest number you ever had?—About forty-three.

5592. About how many had you in the last year generally?—At first I had one, then I had two, then four, and now I have three. The one who makes up the four there, does not properly belong to that year.

5593. In the third year you have only four this last session, is that the number?—It is always a very small number; they have taken to the various professions, engineering, medicine, and other things.

5594. Then, as I understand, they dropped out after the first year?—Yes.

5595. And a very small number then remained to carry on to the end of the arts course?—Yes.

5596. Had you ever so many as twelve in the third year?—No, never more than four.

5597. What was the largest number you ever had in the fourth year?—I do not know about the fourth year. I always calculated them as first, second, and third year's men.

5598. Fourth year's men would be the M.A.'s?—They never go to lecture; they have finished their College career when they have taken their senior scholarship.

5599. Just look at that list. I find there are five gentlemen, of whom two were exempted from attendance by the College Council; but there are three gentlemen apparently reading in the College their course for the M.A. examination. Are not all these attending your class?—No; I do not think they ever did attend the class when reading for the M.A. degree.

5600. Where did they study?—At their own private apartments.

5601. Then it is not a usual thing for students to attend the class who have got their B.A., and who are preparing for M.A.?—No, I never heard of it; they never came to me.

5602. You examine for the scholarships?—Yes.

5603. You examine in Latin for the entrance scholarships?—Yes.

5604. We have got from the President the number of competitors for five years?—Yes.

5605. Those five years embrace the period of your acquaintance with the College?—Yes.

5606. Can you tell us whether those students were all students of this College, or whether they were students who came from other colleges?—I never inquired into these matters. I never know where they come from, unless in a particular case I see that a boy has been very well taught at school, and I ask what school he comes from.

5607. You do not concern yourself whether the students are students of this College, or whether they are entitled to come for the scholarship from one or other of the Queen's Colleges?—No.

5608. A standard of marks is fixed by the College Council?—Yes.

5609. Of course you adopt that system of marking?—In a general way, but nothing is so delusive as marks, and the only case in which you can be very sure that the marks are an absolute test is when you have been lecturing a man for several terms, then you can distinguish between those things that are flukes and those things that are certain indications of intelligence.

5610. But ought not you get at that by adopting a certain system of marking, and give a very low mark for what is called a fluke and a high mark for an indication of knowledge?—In that case you would be often deceived. I adopt the system given there, but if I see that a man has general intelligence and is promising, then I recommend him.

5611. I find that nothing lower than twenty per cent. would be given credit for?—Yes.

5612. And you adopt that system?—Yes.

5613. Have you ever passed a scholar in your subject who made less than twenty?—I recommended this last examination one who made only fifteen per cent. I marked him to be rejected, at the same time adding a note recommending him.

5614. Why did you do that?—Because I was quite sure he was a good man. He was the best man in the class. I do not know what came over him.

5615. You formed an opinion of him from the knowledge acquired in class that he was a good man?—Yes.

5616. And his failure to pass the examination you attributed to accident?—Nervousness, bad health, or something of the kind.

5617. Did you know whether he had made a brilliant examination in other places?—He got three prizes in other places.

5618. Are you a member of the College Council?—No.

5619. You simply make your report to the College Council?—There is a meeting of the examiners generally, and they consult together about all these things.

5620. Do I understand you to say you recommended this gentleman to be rejected?—In the return of marks; but I recommended him to be accepted in the note.

5621. That is, on the marks alone he would have been rejected?—Yes.

5622. But to counteract that you added a note that he ought to get it?—Yes.

5623. Is that the only instance within your knowledge of a student having got his scholarship who failed to attain twenty per cent.?—I am glad to have that example, which is fresh in my memory. I could not recall other instances.

5624. Do you know whether there is a fixed standard adopted which is expected to be reached by a student to be entitled to a scholarship?—It is impossible for anybody who has not made a good deal of proficiency to get a scholarship. We would not look at him at all.

5625. The fifteen per cent. man was an entrance man?—No, a sessional examination man.

5626. I am talking of the scholarship examination. My question to you was what was the lowest percentage of marks for which you knew a scholarship to be awarded?—I thought you meant the pass examinations.

5627. You wish to correct that evidence?—Yes.

5628. Then the evidence you have given us referred only to the sessional examinations, and not to scholarships?—Yes, you began to talk about twenty per cent. being required for the College.

5629. Does not that observation at page 16 of the calendar apply to scholarship examinations as well as to ordinary sessional examinations?—Yes.

5630. It applies to sessional examinations and to scholarships?—Yes.

5631. It is clear that it applies to the junior scholarships at all events?—Yes.

5632. Does this rule as to twenty per cent. apply to the examination for senior scholarships?—I never recommended anyone for a senior scholarship unless he made far more.

5633. The rule is this. "The number placed opposite each subject in the following list shall be the standard mark, and no mark under one-fifth of the standard mark, shall be taken into account in any subject." One-fifth is twenty per cent., and, therefore, twenty per cent. is the minimum?—Yes.

5634. And an instance is given in which, although a student got under the twenty per cent., he was not rejected?—If it had been simply an examining board he would have been rejected, though the best man in the class.

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5635. You, from your previous knowledge of him thought, though he had failed, he was entitled to pass?—Yes.

5636. And, therefore, though this rule was an inflexible rule, it is not an inflexible rule, but is departed from as occasion requires?—I should think all rules are, no matter where.

5637. It is not very clear to what this rule applies, whether it applies to the scholarships of the second year, or whether it also applies to sessional examinations?—It applies to them all, but in a general way, I do not think anybody could get a scholarship under thirty per cent.

5638. You would expect men to reach thirty per cent. to get a scholarship?—Yes.

5639. Is there at present before your mind any case in which a candidate for a scholarship in your subject got a scholarship not getting thirty per cent.?—I think not.

5640. Of the senior scholarships there are seven?—Yes.

5641. And nobody is entitled to get a senior scholarship unless he has passed all the sessional examinations of the preceding years?—I believe so.

5642. And the arts students fall off as they go along?—Yes.

5643. About how many competitors would there be actually eligible for the senior scholarship every year?—All the third year men.

5644. But as a rule, how many third year's men, are there more than seven?—They have averaged about three since I have been here.

5645. I am not talking of the competitors; I am talking of the number of men eligible?—Then you would bring all the other men from Belfast and Cork.

5646. In 1883–84, we find there were nine students. If you would rather we would not ask you this question, but ask it to the Registrar, please say so; what I want to get at is this: how many men were eligible last October, of the students of this College, for the senior scholarships?—Four.

5647. Where did the other five come from who competed—nine competed?—Only one competed.

5648. What do you mean by only one?—There was only one scholarship in Latin and Greek, and one of my third year's men had gone to teach school somewhere, who had just got his B. A. degree, and another had gone into another department of some kind, and then the fourth man thought he had no chance, and stayed away.

5649. How many stayed for the examination?—One.

5650. In order to entitle a man to go in for the senior scholarship he must pass his arts course. How many students at the end of the session would be entitled to compete for the seven senior scholarships?—I do not know.

5651. Do you think that the same answer applies to the other years, during which you were here?—Yes.

5652. You know, of course, how many would be entitled to compete for your own?—For my Latin scholarship?

5653. In the third year?—Yes.

5654. How many were entitled to compete last year?—Four.

5655. How many competed?—One.

5656. Dr. STONEY.—There were only four who would have had any chance of success?—Four were eligible.

5657. CHAIRMAN.—No, only four were eligible. If my question is not perfectly clear I would be very glad you would say so. What I ask you is, not how many competed, but how many were eligible to compete?—I would like to correct that, because, I believe, there are eligible men of the same standing who come from the other two Colleges, but that is a thing for the Registrar.

5658. Rev. Dr. MOLLOY.—Do you examine at matriculation in Latin only, or in Latin and Greek?—Only in Latin.

5659. Tell us what is the lowest knowledge of Latin upon which a student can enter this College by matriculating in the College?—It is about the same, so far as I can ascertain, as in Trinity College, or, in fact, any other college I know—I have been a good deal in England—except the London University.

5660. It is optional for the students to select two books from the list of Latin authors?—Yes.

5661. Do you think the examination such as to require a fair knowledge of these books?—A good knowledge.

5662. Taking your experience in Dr. Stacpoole's school, would you say the average boys in the highest class of his school, as compared with the students entering here, would stand higher in Latin?—In the Indian Civil Service we passed thirty men in thirteen years, and that was never done before. They went through the whole *corpus* of Greek and Latin prose writers, as far as real in any university.

5663. You think the standard of his school was the highest of any school you know?—The highest in the United Kingdom.

5664. Would you say that as compared with the schools in England?—Yes.

5665. We got evidence in Cork that there were no good schools in Ireland?—You will remember Dr. John Casey was our mathematical master.

5666. You think Dr. Stacpoole's was a good school?—It did more than any other school.

5667. And a good school as compared not only with Irish but with English schools?—Yes.

5668. What would be the educational status of a boy in Dr. Stacpoole's, reading the first book of the "Æneid," or Cæsar's "Gallic War;" would he be in the highest, or second, or third highest?—I could not answer about this class. I never had more than a college class, and the East Indian Civil Service class, and the Junior class, to bring them on in their Greek prose composition.

5669. In fact the students reading these books would be far removed from any experience you had in the school?—Yes.

5670. They would be low down in the school?—Very few students know the first book of the "Æneid;" it is the most difficult book of all.

5671. Speaking of those reading it, what would be their educational status in Dr. Stackpoole's school?—I should think about third class.

5672. Have you been an examiner under the Intermediate Board?—Yes.

5673. You examined, therefore, the competitors in Latin from a large number of Irish schools?—Yes; Latin and Greek.

5674. Have you examined them in the different grades?—In the three grades.

5675. Have you a distinct recollection of the standard attained by the boys of the junior grade at the intermediate examinations in Latin?—Yes.

5676. Does the programme for the Latin in the junior grade of the Intermediate examinations stand as high as the programme for Latin at matriculation here?—Yes.

5677. Did you get satisfactory answers?—Eight or nine of the boys answered in a superb way in all the grades, but then they tailed off very soon, and became the greatest sticks possible.

5678. Were you an examiner in 1883?—No.

5679. Were you an examiner in 1882?—I was an examiner in 1881–82.

5680. I will open the first page of the junior grade returns. I do not know what we are going to find, but you will be able to tell us when we look at the list what the marks would mean. In the year 1882 the standard was 1,200: the first boy has 938 in Latin, the second 896, the third 1,017, the fourth 932, and I find 980, 988, 948, 1,001, 1,057, 905, 984, 894, 839, 748, 920, 822, 875, 838, 970, 954, 938, 836, 833, 877, 940?—Is that only Latin.

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GALWAY.
June 13, 1884.

Professor John Fletcher Davies, M.A., D.LIT.

5681. Only Latin?—That is taking all the different papers of the examiners.

5682. The whole Latin examination; it is not your examination only?—I had part of it.

5683. I also find 810, 910, 906. I do not think I need go any further. These are all high marks?—Yes.

5684. You, of course, had a share in giving these marks?—I must have done; some answers I really admired, and regarded as superlatively good.

5685. These were superb?—Superb.

5686. And in addition to the superb answers there is a large number of thoroughly good?—I would not call them thoroughly good, I would call them the indifferent—well, good and bad.

5787. But the indifferent were from 60 to 70 per cent. of the maximum?—Yes, but nothing striking about them.

5688. Then you think, on the whole, that the schools of Ireland, so far as tested by the examinations of the Intermediate Education Board, are doing fair work?—I have no doubt about it. But I do not think there are many either in Munster or in Connaught.

5689. We have the places from which they came in these returns?—Yes.

5690. Those that I have read are in the junior grade of the Intermediate examinations?—Yes, up to sixteen years of age.

5691. That is the lowest grade of school education which is recognised by the Intermediate Education Board?—Yes, they would be nearly the age of our men when they come here—seventeen and upwards.

5692. In fact, you think that your men coming here are of the same educational standard?—The best of the junior grade.

5693. Except that they come in on twenty per cent., and the best junior boys get from eighty to ninety per cent.?—Twenty per cent is the same as their seventy or eighty per cent. when given *viva voce*.

5694. You said there was a fine shade of difference between the standard in this College and that in the Royal University?—But that is not exactly what I mean to say, but that with those who pass a matriculation examination it is really very hard to distinguish between their merits. I could range them if anybody could, but it is very hard to do it.

5695.* If there be a difference at all, is it in favour of the Royal University or in favour of the matriculation here?—I should think it would be in favour of the Royal University.

5696. I find, as an illustration, that in the present year you have five students in the first year who matriculated in the Queen's College, Galway, and you have twelve who matriculated in the Royal University. Now, of the five who matriculated in the Queen's College, Galway, only one got an entrance scholarship?—At the Royal University?

5697. No; in the College. Of the twelve who matriculated in the Royal University, ten hold entrance scholarships?—Yes.

5698. Therefore the proportion of those who got entrance scholarships, after passing the matriculation examination of the Royal University, is far greater than of those who got entrance scholarships after passing the matriculation examination of the College?—Yes. When I heard that for the first time I did not see any difference between them in class; they seemed about the same.

5699. Ten out of twelve in the one case, and one out of five in the other?—It may be so.

5700. Professor JACK.—Perhaps you would look at the list of the gentlemen who matriculated at the Royal University, and the list of those gentlemen who matriculated at the Queen's College, Galway. There are five of the one, and twelve of the other?—Yes.

5701. Rev. Dr. MOLLOY.—Look at the first list—James Keers, James F. Graham, Robert J. Campbell, Andrew R. Davidson, William E. Meeke, Nicholas J. M. Hession, Joseph J. Loftus, Charles W. Dugan, James M. Keegan, Moses H. Cowan, Andrew C. Gregg, Joseph P. Gannon. All these are scholars but two. Now, if you look at the five below—Henry R. Brett is not a scholar; Robert J. Wilson is not a scholar; Henry R. Dowd—he is a scholar; Daniel Riordan is not a scholar; Gerald M'Cloherty is not a scholar?—Perhaps so.

5702. Professor JACK.—Those were all in your class?—Yes.

5703. And they obtained scholarships at the beginning attending your class?—Yes.

5704. What would you say would be the comparative position of those gentlemen—the five and the twelve—in the class at the end of the session?—These are very far superior to the five.

5705. The twelve are far superior to the five?—Yes, except with regard to one of the five.

5706. One of the five is a good man, but the other four are comparatively the lowest men in the class?—I suppose that one of the five is the scholar.

5707. At all events, you say the four who are not scholars are the lowest men in the class?—Yes.

5708 With regard to your entrance examination here, what is your opinion as to the effect of passing it; does it show that the man is a suitable subject for university instruction, and as to a man passing the university examination, is it merely an indication that the man is or is not a suitable subject for university instruction?—A suitable subject for university instruction, and, after two or three lectures, a great transformation takes place. They become as good as any undergraduate students, and they take as nice care of themselves, and behave themselves as well.

5709. You would look upon these five as the type of the gentlemen who pass your matriculation examination—are they, in your opinion, all suitable subjects for university instruction?—All of them.

5710. I suppose there are some students who are not matriculated in Queen's College, Galway?—I do not think I have had any.

5711. Did you have any different experience of students who did not matriculate in Queen's College, Galway?—No.

5712. I gather from what you said just now that in your opinion the students who come here, and pass, not the Royal University matriculation examination, but the Queen's College, Galway, matriculation, are practically equivalent, with regard to Latin, to the best students who present themselves from the Intermediate Junior Grade. Am I stating your opinion correctly or not?—I do not think I said they were equivalent to the best; but, in a general way, they are; if you take the average of the one and the average of the other they would be about the same.

5713. That is to say, not equivalent to the best, but equivalent to the average men who present themselves in the Junior Grade in respect of Latin?—Yes, but I should like also to qualify that in another way, that is, those who are sixteen or seventeen years of age, because a number of children enter for that Junior Grade who never write a single word or line in their answer-books, and when they do they write it just as a child of five years would when writing a first letter to his uncle, or something like that. There would be fifty or sixty like that in the Intermediate.

5714. With regard to your senior men, had you any means of comparing the standard actually gained by your senior men with the standard of other colleges or teaching institutions—for instance, the average standard reached by your senior men when they passed out of your hands?—The senior scholar last year had obtained very high marks at the B.A. examination of the Royal University; his marks were over 800 out

* The return on which this question was founded was afterwards corrected by the addition of the name of Mr. Edwin Hegan, Exhibitioner. That makes thirteen students matriculated in the R. U., of whom ten got College Scholarships and one a College Exhibition—G. M.

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of 1,200 Latin, and something like 780 or 790 in Greek.

5715. How would they compare; could you place them, from your knowledge of Trinity College, Dublin, what sort of honour would you expect the average of your honour men to take in Trinity College, Dublin?—At the degree examination?

5716. Supposing these men were passing a similar examination in Trinity College, Dublin—whatever it might be—what sort of place would they take?—They would be among the honour men.

5717. High honour men—I am speaking of the average—some of them would be high?—The average from year to year?

5718. Yes!—They would be as good as any other average.

5719. The average of your senior men would be honour men in Trinity College, Dublin?—They would.

5720. And they reach that position in three years?—Yes.

5721. In the stage which they reach from two years' instruction here, would they be generally fit to be honour men?—Yes, it would be after two years. You are speaking of the scholars.

5722. I am speaking of the average result of the education you give them here, as compared with any sort of standard that you can apply, so as to help us to answer the first question of our inquiry. With regard to Trinity College, Dublin, for instance, I understand that after three years you would say certainly that the average students who have passed from your class after three years would be equivalent to the honour men in Trinity College, Dublin?—That would be our senior scholar.

5723. Sometimes gaining the first honours and sometimes second honours in Trinity College?—Yes.

5724. Dr. STONEY.—Was Downside College, of which you were a professor, a college whose main functions were to prepare scholars for the university?—For the University of London. The main object was to educate the sons of the Catholic nobility and gentry of England, but when they did go to a university, it was to the University of London.

5725. Though they remained students of the College while passing through the University of London?—Yes.

5726. It, in fact, was endeavouring to give a university course?—Yes.

5727. And the age to which students remained there was very much in advance of that at which students enter the Queen's Colleges?—Yes.

5728. So that any comparison of the number of classes of Downside College with the entrance students here would have no pertinence to the inquiry?—I think not.

5729. The principal function of Dr. Stackpool's School was to prepare students for the higher branches of the Civil Service, the Indian Civil Service, and other competitive examinations of that kind?—Yes; Woolwich and Trinity College; but the students were retained under instruction until they passed the age at which they usually enter the Queen's College; they were admissible for the Indian Civil Service at that time up to twenty-one, and we coached them up to twenty-one.

5730. So that the number of the classes there also would not have any relation to the preparation of students at their entrance into the Queen's College?—No.

5731. You spoke several times of the oral examinations that you give, and so far as I could collect you seem to attach very much importance to oral examination?—Very much weight.

5732. The examination for entrance is an oral examination?—I write one paper in Latin grammar.

5733. But oral examination enters into it?—Yes.

5734. In this oral examination can you from your experience form a judgment of the capacity of a student as distinguished from his mere acquirements better than by a paper examination?—Exactly so.

5735. That is, the capacity of the students to benefit by college training, which is the special object to be aimed at?—I particularly keep it in view.

5736. And this is in fact the chief object of the entrance examination—to ascertain the capacity of the students for profiting by future training?—Yes; lectures especially.

5737. Thus a comparison between the entrance examination in the College, and the matriculation examination in the Royal University would be based on very loose grounds?—I should be quite sure about our matriculated students that were accepted, and I should not be sure about any of the Royal University students that matriculated.

5738. From the circumstance that it is a mere paper examination?—Yes.

5739. And from the circumstance that it is decided merely on the score of marks?—Yes.

5740. Both of which are fallacious for deciding?—Yes.

5741. Professor JACK.—In your opinion of course?—Yes.

5742. Dr. STONEY.—Then the efficacy of the test applied here may be judged I presume by the degree in which the students after being admitted have actually profited by education after they were received into the College?—Yes.

5743. Judged in that way, have you found that the matriculation examination has served its function?—Yes.

5744. Distinctly?—Distinctly so.

5745. And the degree in which they profit by education can be tested by your observation of them in College, less perfectly afterwards by examination and in a great degree by the way they acquit themselves in after life?—Yes; certainly.

5746. Judged in all these three ways do you think the result is satisfactory?—Yes; I have not the slightest disposition to feel dissatisfied with it.

5747. The matriculation examination of the London University to which you refer is not analogous to the matriculation examination of this College?—No.

5748. Nor is it even analogous to the matriculation examination of the Royal University?—No.

5749. In fact it is an examination more analogous to the previous examinations in Cambridge which come in the middle of the course, or the Responsions at Oxford, or the Little-go of other universities?—Yes.

5750. It is intended to test a certain amount of progress in university studies?—Yes.

5751. Then it has no relation to matriculation examinations as we understand them in Ireland?—No, they never get a very superior man without requiring exact knowledge in five or six subjects. I never heard of a really distinguished university man in the London University—what I mean by a really distinguished man is one who had really mastered his subjects.

5752. In fact too large a surface to have sufficient depth?—Yes, too large.

5753. When you speak of all students requiring to learn grammar you include under the term students all professors also?—Yes.

5754. It is a study which cannot be left off?—No; I never use books; even at Kingstown school; I use chalk and board, and question and answer.

5755. In reference to the number of students in your classes, the senior classes are substantially and essentially honour classes?—Yes.

5756. So that they are not to be treated as mere pass classes?—The senior classes—certainly not.

5757. Only honour-men attend your third-year's lectures?—That is always an honour class; I tell them everything; all I know about every book.

5758. And even in the second year the students are eminently an honour class?—There is an honour and pass class in the second year generally.

5759. But pass students have an opportunity of intermitting their study of Latin at the end of the first year?—Yes.

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GALWAY. *June 11, 1884.*

Professor John Fletcher Davies, M.A., D.Lit.

5760. When you spoke of the persons who were eligible for the senior scholarship, did you include all who were not precluded by any College rule from competition?—I only spoke from my own knowledge; but there are others who may come if they like.

5761. There is another sense of the word eligible, namely including all who may come?—Yes.

5762. You don't mean to include all who may come?—No; I do not.

5763. The examinations at the Intermediate Board are examinations of a mere examining board, that has no teaching functions?—Yes.

5764. Their only aim is to ascertain acquirements?—Yes.

5765. And they do not include an oral element?—No.

5766. And in fact the examinations are defective in that direction?—I could not say that, because when things are on such a large scale as the Royal University and the Intermediate examinations, it is impossible to have lectures and oral instruction. I do not see how it could be brought about at all.

5767. That would only effect the question as to whether it was an inherent defect which could not be avoided?—And that would be a matter of opinion.

5768. But it is your opinion?—It is. The men who are lectured know much better what they are about than those who are ground without learning something thoroughly well, and have plenty of time to do it without any hurry; and then they have an opportunity of putting questions to the lecturer and keeping everything explained to the end.

5769. You have spoken very fully of the teaching of honour candidates; now with respect to the pass candidates, are they carefully taught?—Yes.

5770. They make satisfactory progress for pass students under the instruction?—Yes, they write a Latin theme at every lecture, that is I request and use all my influence to induce them to do it: here we cannot insist on anything; but they generally do what they are told, which is the great secret of progress.

5771. Many educationists hold that the real difficulty of an educational establishment is to provide adequately for its pass students, and you think that they are provided for adequately here?—Yes.

5772. Trinity College curriculum is a four year's curriculum?—I should call it three years and a little bit over.

5773. A man can shorten it down to three years?—Yes.

5774. By rising directly to the senior freshman class?—They generally do that.

5775. Rev. Dr. MOLLOY.—Dr. Stoney has just elicited from you that one special advantage of this College is the provision it makes for the pass students as compared with the honour students?—I did not understand that he was making a comparison.

5776. Dr. STONEY.—That in addition to the provision made for honour students complete provision is also made for pass students?—There is a special class for pass students in the first and second year.

5777. Dr. MOLLOY.—Look to sub-section 3 of sec. I. of the Galway returns. Do you mean by a pass student, a student who has gained neither a scholarship nor honours?—Who takes up only the pass course.

5778. You would not call a scholar a pass student?—He might be.

5779. Do you regard your scholars as mere pass men?—The science scholar would be a pass man in Latin, and *vice versa*.

5780. CHAIRMAN.—Or the entrance scholar in any subject might be only a pass man in the same subject?—Yes.

5781. Rev. Dr. MOLLOY.—I understood by a pass student, a student who passes and gets neither scholarship nor honours?—What I understand to be a pass student is a man who takes up the pass course of the Royal University.

5782. Because it appears to me, looking over this list, that you have very few pass students, unless you call your scholars pass students?—Just so.

5783. Your students are nearly all scholars?—I think if we had no scholarships we should not have any students at all.

5784. Is not it a matter of fact that nearly all your students are scholars?—They require some inducement to come down to Galway.

5785. Are not nearly all your students in arts scholars?—I think so; there are four or five.

5786. Dr. Stoney said your experience with the arts students in this College is that in the main they are essentially honour students?—Yes.

5787. Dr. STONEY.—That is either on the scientific or literary side, but I understand in all your answers to me that by honour students you mean honour students in your own subjects?—Yes.

5788. Taking the term in the wider sense all your students are essentially honour students?—Yes.

5789. And the chief inducements they have to study here are to obtain such occupations in after life as honour students only would have a chance of obtaining?—Just so.

5790. One of the advantages that they would have in coming here would be that they could have more minute attention paid to them in consequence of the classes being small—that would be a very great advantage?—Yes, and also because Galway is a quiet place. There are no theatres and attractions of that kind that there are in Belfast.

5791. There are other inducements to men to come here who might otherwise go to one of the other colleges, besides merely the prizes?—What inducement would you mean?

5792. Such as the smaller classes and the more thorough teaching that could be got in small classes without entering upon any invidious question as to whether they prefer the teachers?—Yes.

5793. Professor JACK.—I suppose your pass men here can obtain the advantage of a professor who will act really as a private tutor would at Cambridge or Oxford?—For the time which he agreed to devote to the College when appointed professor: it would be a breach of contract on the part of the Crown to expect us to take another term in the summer.

5794 CHAIRMAN.—There was no suggestion that there should be a summer course in arts.

5795. Professor JACK.—But, in point of fact, the student who comes here finding there are small classes has an advantage which men in Oxford and Cambridge have by selecting a highly qualified private tutor, and paying him highly?—Yes, in Dublin the student pays three guineas a month for what he pays me £1 a year, who am an examiner in the Royal University, and yet they would not come if it were not for the £18 a year they have to support them.

5796. Dr. STONEY.—That would not support them, without further means contributed from some other quarter?—It would not; they must make it up in some other way.

5797. Professor JACK.—Is there any opening to students to supplement their income by means of private teaching, or anything of that sort?—Nothing of that kind.

5798. CHAIRMAN.—Let me make one point clear. I find here in the matriculation subjects in Latin, "any two of the following which the candidate may select." Do I understand you to say they take Virgil or Cæsar, or Virgil and Cæsar?—I understand it this way, that they make themselves up in these two books, and then I give them their choice which they will have.

5799. Then when the calendar says, "any two of the following which the candidate may select," you interpret that by saying they are to come prepared in two books, but you only examine them in one?—Yes.

5800. Rev. Dr. MOLLOY.—You give them their choice?—Yes.

5801. That is nearly the same as if the calendar said to them "any one of the following books"?—I suppose so. The time for oral examination is limited.

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Professor D'ARCY W. THOMPSON, M.A., D.LIT., examined.

Professor D'Arcy W. Thompson, M.A., D.Lit.

5802. CHAIRMAN.—You are Professor of Greek in this College?—Yes.

5803. How long have you been professor?—Nineteen or twenty years. I do not like to be very particular, because it is unlucky.

5804. You had some experience in teaching before you came here?—Twelve years.

5805. That was in Scotland?—I think I may call it the then leading school in Scotland.

5806. The Edinburgh Academy?—Yes. I had previously been twelve years in the largest school in in the world I believe—1,500 boys.

5807. You examine here for the matriculation?—I do.

5808. Do you find that many of the students for matriculation take Greek as one of their subjects?—I was astonished at the large number of medical students that did so, who certainly could have got through without it; and of late years, up to the foundation of the Royal University, it had gone on for about fifteen years getting better and better.

5809. Used the arts men select Greek as a rule?—As a rule.

5810. They had their choice of the books that are given here. What did you generally find they took?—The "Xenophon" was one, and the "Gospel of St. John" the other. As a rule the best men took the "Xenophon," and the very shady men took the other.

5811. I do not find, looking at the calendar, that the "Gospel of St. John" is one of the Greek books?—In the prospectus I think it generally used to be in times past.

5812. I find it is one poetical and one prose work, to be selected from the following list:—The "Medea" or "Phœnissæ" of Euripides; Book I. or II. of Homer's "Iliad," and Book III. or IV. of the "Anabasis" of Xenophon—that is at page 11?—This has been since the establishment of the Royal University.

5813. It has been changed since?—This is to suit the Royal University. This is very much harder than ours used to be—very much harder and very much worse.

5814. You have examined of course for matriculation since the institution of the Royal University?—I have.

5815. Do they still take "Xenophon"?—I think so; that is to say those who come to us have; but then I had examined once in the Royal University in the first year.

5816. I am speaking of the matriculation here. Do you put the same interpretation on the rule that Professor Davies does, and that although the calendar requires one poetical and one prose work, you only require them to come and say they are prepared in two, and you give them their choice of one?—"One poetical and one prose work to be selected from the following list." I take both if I get them, but I would not stop a man if he only had one. If he gave me the "Medea" I should be very glad, but I should not insist on it.

5817. Although the calendar requires one poetical and one prose work, if he answered to your satisfaction you would pass him in one?—I would condone ignorance of the other, but of course I should prefer a knowledge of both.

5818. Before the institution of the Royal University how did you find the students matriculating here came prepared in Greek?—Very satisfactorily indeed.

5819. How did you find them grounded in Greek grammar?—Very satisfactorily.

5820. Had you to teach them Greek grammar?—Not the honour men.

5821. But the ordinary men coming here?—I would give them "Arnold's Greek Exercises" book in their first year, and I suppose you would call that teaching grammar.

5822. You are a very much better judge than I am, but do you think that a student who required to be taught "Arnold's Exercises" was a student fit to commence a university course?—Certainly, for a pass degree. Allow me to state with regard to the University of Edinburgh—I think that Professor Jack will bear me out in this—that a vast number of students who attend the arts classes in the Edinburgh University are those who, under ordinary circumstances, would branch off into the Rector's classes of the High School or the Academy, that is the fourth year men who should pass under the Rector, have their choice of going under the Rector's classes or going to the Greek and Latin classes at College, and a vast number of them choose the College.

5823. Professor JACK.—Certainly, that is so.

5824. CHAIRMAN.—Did you ever find that you had to do the work in this College of a primary teacher?—I can say this, that some of the very best men we have ever had here began with me the Greek declensions, as pass men, of course, in my department, and at the end of the second year they were some of the ablest men I had, and within six years after entering this class, they had in the public service a very much larger income than I had, and the Greek helped them a good deal.

5825. That speaks volumes for your efficiency as a teacher?—And the ability of the students.

5826. But it does not answer my question. My question was whether you did not find, during the first year at all events, you had to do the work of a primary teacher?—I had, occasionally—that is to say I did it. I was not forced to do it. Many men would not do it.

5827. "During the last three years I have had the management of an *Alpha Beta* class, one-fourth of my professional duties, the professor himself has to do the work of almost a primary teacher?"—I think he ought to do it.

5828. You have heard of a book called "Wayside Thoughts"?—I have heard a good deal of it from Parliament.

5829. I have read it with very great pleasure?—I think you will see that it is at all events either humourous, or meant to be humourous from beginning to end; and I do not think that that is a fair kind of book to judge a man upon—as to serious views upon serious things. In the very passage before you—it is a long time since I saw the book—there is a great deal of persiflage and fun. I have not a copy. It is out of print; besides when this was written, it referred to a matter of the first year of my coming here, that is nineteen or twenty years ago, and I think I stated a little while ago, there was a decided rise going on silently and quietly for about fifteen or sixteen years. Early in my time, I remember on one occasion there being only three candidates for five scholarships, and not one of them was a good man. Now such an exceedingly low standard has not recently been reached by us, even though the dissolution of the Queen's University has so terribly assailed us. We have suffered very much—thirty to forty per cent. in the quality of our material. We have not even yet, with all the injury done to us by this terrific change, and by the degradation of our institution from a University College into a mere school, we have not come down as low as we were in the first few years when I joined this place.

5830. You mentioned a moment ago that there were some of those to whom you had to teach the Greek declensions. Am I to infer you did get students here who were very imperfectly prepared in Greek in the beginning?—And even later on. I would not allow

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GALWAY. June 13, 1884.

Professor D'Arcy W. Thompson, M.A., D.LIT.

absolute ignorance of Greek to prevent my letting a man in. A man may be good in Latin and good in mathematics, and exceedingly good in English, and if exceedingly good in English, I should consider that I was guilty of a kind of academical assassination in stopping a young man like that. What I want to see is a man hungry and longing for knowledge; but as to the absolute knowledge, I care very little about it.

5831. Although Greek, so far as the calendar goes, is stated to be one of the essential subjects, a man should not be deterred if he professes a total ignorance of Greek?—Certainly not. He would not be so in any other university in the world, or at all events in any university I know of.

5832. Did you find instances of students coming here for matriculation, and passing their matriculation who were totally ignorant?—Certainly not.

5833. Who did not even know the Greek characters?—When I find ignorance, I say to the student—"Have you studied Greek," he says, "No;" "Do you wish to be examined," he says, "I would rather not if I can pass in the others;" I then put against him, "May pass, if" which means, if particularly intelligent and good in other departments.

5834. You, yourself, with that student would undertake the work of a schoolmaster, not the work of a professor?—He might not come to me at all, it would not at all follow. I am thinking of the case of one or two men who were National schoolmasters, and who wanted to better their position, and become candidates for inspectorships of schools. They succeeded.

5835. About how many students from time to time would you have in your class,—we will take for instance, this last session?—I would prefer you would take sessions leading up to the foundation of the Royal University.

5836. I will take both, if you please?—I do not think the latter is fair, because we are under a factitious depression, and I do not think we are answerable for the quality or the doings of our men just for a little while, until we have had time for the panic to subside.

5837. I will let you have your own way, but if you excuse me, I must have mine also. Take any year you like before the institution of the Royal University, and tell me what was the number in your class. First, how many classes had you?—Three, generally four; two in the first year, pass and honours; seldom a pass in the second; and a third honours.

5838. How many would you have in your first class in the first division, that is the pass man?—I think we were very good in these years. I should like to see the list. I am only answering now from guess; I will tell you how you can form an opinion of it. During the first years I was here, my fees ran as low as £24, and in these years' they were up to between £50 and £60, that will give you a notion of what I mean. I think I had from twenty to thirty students.

5839. That would be in 1880, or 1881?—From 1878, up to 1882. The students were more than double what they were during the first five years.

5840. I want to find out about how many were in the second and third year in Greek, as distinguished from the first, how many would you have the second, about 1882?—I should think about ten in the second year.

5841. And in the third year?—Three, or four; it was large if beyond that.

5842. About how many honour men were there in the first year?—I should think about twelve.

5843. I would ask you to give me the number of students you had during the last session. We will take it with the qualification you have just added, that there is a depression?—Three in the third year.

5844. Professor JACK.—Three honour men?—Three honour men. They were all reading the same subject. They might do what they like. I have no control over them.

5845. How many in the second year?—I think about ten, and one or two pass men this year, which is a rare thing.

[Mr. *Loftus*, six in the second year.]

Professor *Thompson*.—There were one or two pass men. They coalesced in the end.

5846. CHAIRMAN.—How many in the first year?—[Mr. *Loftus*.—The total is twenty-seven.]

5847. CHAIRMAN.—That is eighteen in the first year, six in the second, and three in the third?

[Mr. *Loftus*.—Fourteen in the first, six in the second and four in the third.]

Professor *Thompson*.—There were two pass men.

5848. CHAIRMAN.—Whilst examining for the matriculation you also examined for the scholarships?—Yes.

5849. You know the standard of marking in the College?—I only know my own.

5850. I find at page 16 of the Calendar that 200 is the standard?—I am quite aware of that.

5851. Do I understand you—you do not regard the standard but you mark according to your own notion?—It is not that. That is the second year you have got. Say the first year.

5852. The evidence is that that applies to all the examinations?—So it does. I have no doubt I could form an *a priori* opinion of marks with regard to second year men that worked with me one year, because I have made up my mind how much to expect from them and how far they ought to have profited. But with regard to men who come from the country, of whom I know absolutely nothing, I read over the papers first, and I single out the best man, then I would read all his papers over very carefully, and thus I would fix to a very great extent the average from my notion of that man. I would make it my starting point, if he was thoroughly good I would probably give him 100 or 95 per cent. If he was good but not very brilliant I would probably say 75, and that I would make my standard. I can have no *a priori* method as to lads of whom I know nothing. Then I have always acted on this principle, that we must take in our first year what we get. We cannot judge of the country as to its education; we must be content with what we get. We may fix an arbitrary *a priori* standard with lads for whose teaching we are responsible, but it would be asking too much to do so with regard to boys who are absolute strangers and for whose teaching we are not responsible.

5853. That applies to entrance scholars?—Yes.

5854. But when you have them a year, you will have known what character of education each has got and what capacity he has. Now for instance, suppose you were examiner for scholarship at the beginning of the second, do you throw overboard the arbitrary standard of 200 for Greek and work on your knowledge of the candidate?—Certainly not. I then can form an opinion. I know them all.

5855. Do you use this two hundred as the standard?—Certainly. I look on that two hundred as amounting permanently to full marks.

5856. I suppose that standard is very rarely reached in your opinion?—It was reached only once.

5857. What is the usual standard on which a scholarship at the end of the first year is given?—That is a second year's scholarship?

5858. Quite so?—Out of two hundred?

5859. Yes?—I think one hundred and sixty or one hundred and seventy is not uncommon.

5860. I would say that was very good?—Very good. That would be the best man.

5861. What would be the lowest man?—He would run down a good deal, but I do not think he would run much below one hundred, much below half marks.

5862. Would you consider him entitled to a scholarship, if he got down to lower than that, say to about

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one-third?—It would depend very much upon what he did in the other subjects. I should look upon him as a very poor man in Greek.

5863. But if he passed well in the other subjects the principle of compensation would be applied?—It would, but as a general rule what would prevent us going down so far would be that every single one of those men would have read over every single book successively with me; because, before the Royal University was founded, our course was not extended. We always made allowance for the long vacation, and, as a practical thing, the class had invariably read every book with me, so that would prevent them falling to a very low average.

5864. May I take it that ten, which you gave me as reading in the second year's class, was about the highest you ever touched in point of numbers?—No, I think not. I will give my reasons why. There would always be five classical students, and there would always be five mathematical students as a rule. The class would not consist entirely either of those or of exhibitioners, so that I must have put it low, you see, as from mere probabilities there would certainly be my own five students and the five science scholars.

5865. We would rather have facts if we could get them than probabilities. About how many in the second year's class would not be scholars?—I should like to see.

5866. Would you rather the registrar would give us the answer?—I would.

5867. With regard to the senior scholarships, you have examined for the senior scholarship in Greek?—I have.

5868. Would you rather we should ask the Registrar about how many students were eligible for the senior scholarship during the past few years?—Not for a moment, because I see there was a little mistake made by my friend Dr. Davies.

5869. You know what I mean by eligible?—I am quite aware, and I do not know that Dr. Davies was quite aware. I think that Dr. Davies thought the number of candidates eligible were merely the men in the third class who had been reading with him, and who had just taken their degree.

5870. You wish to extend that class?—No; I believe that past men for one or two years can come up if they like, and the registrar will put me right, that it is within five years of matriculation, and it is not only that they are third year men, but the fourth and fifth.

"Who should have the necessary examination within five years from the date of matriculation," and who should have complied with further conditions?—Yes, that is what I mean.

5871. But they must also attend "during three college sessions of which two, at least, shall have been attended in Queen's College, Galway, attended such courses and lectures, and passed such examinations as shall be prescribed in that behalf by the Council." The colleges are empowered to award seven senior scholarships of the value of £40 each by examination to matriculated students whose answering is reported as meritorious, and who shall have complied with the conditions I have just read?—Two at least in Queen's College. To the best of my opinion that is the recent regulation.

5872. *Dr. Allman.*—The date of that is 1882. It only operated last time. Dr. Thompson is referring to his past experience.

5873. Dr. *Thompson.*—It was open to all colleges and men of five years standing.

5874. CHAIRMAN.—This is the new rule in consequence of the Queen's warrant?—*Dr. Thompson*—Yes.

5875. You are talking of what was the old system in the Queen's University?—Yes, up to that time.

5876. Under which this regulation of attending two sessions in the Queen's College, Galway, did not exist?—Yes.

5877. And any student from Cork and Belfast who had attended the necessary sessions there could come down here and compete?—Yes.

5878. Used many come from Belfast?—The first year I was here there were some foreigners here. As a rule they did not come.

5879. Professor JACK.—You used that expression about Belfast men?—Yes. But they did in other departments.

5880. CHAIRMAN.—We will take the senior scholarships in classics. What I want to come at, if I can, is, what used to be the number of students who would be eligible to compete for the scholarship at the end of the year. That is, eligible, out of the students of this College, and you can only answer with regard to your own?—With regard to our own, as far as I can understand there would be three sets of years; the third year's man that had just taken his degree, the year before it, and the year before that again. That would represent, as a rule, nine to twelve men.

5881. But they must have passed through the three years' course in arts when here or in one of the other two Colleges?—That would represent from nine to twelve men belonging to this College. It would represent third year men, fourth year men, and fifth year men. It would be the same in Belfast and the same in Cork, and they would be far more numerous there.

5882. They would not require to be students of the College?—No.

5883 Provided they had fulfilled their three courses and passed their examinations and came up within five years of matriculation?—Yes, from any of the three Colleges.

5884. Used you find, as a rule, that many foreigners used to come here to compete for the senior scholarships in classics?—Practically not, and for a very good reason. I think if the calendar were looked over, our men stood very high in that department.

5885. May we take it practically the senior scholarships were competed for and won by students in Queen's College, Galway?—Yes.

5886 Let there be no mistake. May we take it that practically, and with few exceptions, the senior scholarships were competed for, and won by students in the Queen's College, Galway?—Practically, yes.

5887. You were going to give me a reason why the foreigners did not come here?—I gave one reason, that as a general rule our men stood very high. Our examination used to be close to Christmas. It was changed afterwards.

5888. Did that in any way affect the matter?—No, I cannot exactly see how it could, but I found it so. I do not think it would cut any more favourably or unfavourably.

5889. Rev. Dr MOLLOY.—Those who would come as candidates for the senior scholarships from the fourth or fifth year, might be presumed to be students who had already held a senior scholarship; at least those who would come from the College. If a student does not get his scholarship after his B.A. examination, he is not likely to continue his studies here?—Not here, certainly.

5890. I see from this return, that all the students who are reading for the M.A. are senior scholars?—Yes.

5891. These would be eligible for another senior scholarship next year, but it must be in another department?—Yes.

5892. That is to say, if they get a classical scholarship in one year, they can go up the next year for a scholarship in mathematics or chemistry?—Yes.

5893. You said that, at matriculation, speaking of the time before what is called the "disturbance," the best men coming up took Xenophon, and the shady men took the "Gospel of St. John"?—As a rule, yes.

5894. Will you give the Commission some general description of what was the educational status of the shady men?—It is very difficult to tell in some cases, they were so very poor.

5895. You said that some students who had to begin

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GALWAY. June 13, 1884.

Professor D'Arcy W. Thompson, M.A., D.LIT.

the Greek declensions, coming here, afterwards made such progress as to become distinguished Greek scholars?—I do not say it was they who began the Greek declensions. They read with me two years in some cases, and read only with a view to passing Greek at the Little-go. I am taking into consideration the mere short time of two years, that the progress they made was at times so great, they might almost have gone in for the honours, instead of the pass in Greek, at the Little-go.

5896. I take it that the students who began the Greek declensions, coming here might be regarded as representing the status of the shady men?—They might, as far as Greek went.

5897. Then there is a lower depth than the shady men?—Certainly not. I cannot say an extremely able man of twenty-five who has been teaching successfully at school for years, and who might know no Greek, was a shady man.

5898. You are not speaking of them as shady men in Greek only, but generally?—In Greek poor; intelligent as a rule.

5899. But a man who had to begin the declensions was a shady man as regards Greek?—As regards Greek.

5900. At the time of which you speak Greek was one of the subjects necessary for matriculation according to the Calendar?—I do not know about its being necessary; it was one of the subjects prescribed.

5901. I think you said you would not exclude a candidate who was practically ignorant of Greek?—Certainly not.

5902. Would you apply that principle also to Latin?—I should not.

5903. Would you apply it to English?—Certainly not.

5904. Would you apply it to mathematics?—Certainly not.

5905. Then you are not so exacting in regard to the subject of your own particular department as with regard to the subjects of other departments?—No; and I am sorry to say that similar remarks would apply to Scotland up to the last few years.

5906. You call the present a time of depression. Do you mean by that that the educational status of the men coming here is lower than it formerly was?—I think it is decidedly.

5907. Professor JACK.—You were twelve years master of the Edinburgh Academy?—Yes.

5908. Then you had a tolerable acquaintance with the state of classical learning, in what was at that time in your opinion the highest classical school in Scotland?—I have.

5909. I understand you have three classes of students—the students who matriculated in the Royal University; secondly, the students who matriculated in the Queen's College itself; and, thirdly, the students who did not matriculate at all?—You are again referring to a time that I would call posterior to what I call the disturbance, and that is not long enough time to go.

5910. I want to understand exactly how the matter is?—That is, what it now is; but that is not what it was last year or so.

5911. Within the last year had you non-matriculated students?—I don't think I ever had one. I remember one attending the Latin class.

5912. The great bulk of the students satisfy you so far as your own matriculation is concerned?—Quite.

5913. At that time the matriculation was equivalent to the matriculation in the Queen's University?—It was identical.

5914. At that time were the students who passed that matriculation examination in your opinion qualified to take good classical instruction?—They were.

5915. They might pass the matriculation examination without any substantial knowledge—perhaps no knowledge at all—of Greek?—That would apply more to medical students than to arts students, because the case is exceedingly rare with the arts students. As a rule, as I tell you, the best men were few in number, and very seldom went on the second year. The great bulk were men who were prepared to try for scholarships.

5916. Who had prepared their Greek well?—Exceedingly well.

5917. I understand with regard to the passage quoted, your opinion is that when a Professor finds students in any stage he has to take off his coat and do the work connected with it?—Yes, and besides this, men might be extremely good mathematicians and extremely deficient in my department. I would have to work them up for a little-go, nothing more.

5918. You are acquainted with the state of matters in Edinburgh?—Pretty well.

5919. Was there a matriculation in Edinburgh?—In no case.

5920. So that a student might enter the University freely?—Yes.

5921. Without any examination whatever in Greek or Latin, or anything else?—None whatever

5922. You are acquainted with the state of education in Cambridge?—I am, practically.

5923. Is there any matriculation examination there?—I entered at two Colleges. I first entered the largest and most famous—Trinity. For pecuniary considerations connected with scholarships I left for Pembroke. There was a matriculation examination at Trinity I think almost anyone could get through I should say, compared with ours it was very much easier.

5924. Are you acquainted with the state of matters in Trinity at the present moment?—I have a son there. I am only speaking of my own time; but I do not think it is very much altered.

5925. The examination was the same in your time?—I have a son there. He is in his fourth year; but I do not think there is much alteration. The fact is that there are men there who could not have gone through any difficulty.

5926. They could not have gone through your matriculation examination?—I think they could not possibly, even with all the softness on the part of Greek.

5927. You have a great deal of experience with regard to teaching? You were twelve years being taught in one of the largest schools in the world?—The largest, I believe—Christ's Hospital, London.

5928. Would you have any means of comparing the boys of that time—that was some little time ago—with the boys who enter your class and matriculate at the same age?—I could give a very good idea. The senior class there consisted of twelve men in my time.

5929. In Christ's?—In Christ's. Of twelve men of three different years, four each year.

5930. That is to say, though there were 1,500 boys in the school?—The Grecians composed a draft of four per annum of that enormous total.

5931. So that at that time the great bulk of the school never reached it?—Never reached it at all. The class just beneath averaged about thirty only. These thirty were allowed to stop an extra year, until sixteen; and that may be taken as indicating fairly the intellectual state of the boys, because the others represented the picked boys out of a great number, and a singular thing is that they never got four first-class men together in one year. They never got more than two.

5932. You would at present apply the rule to which attention has been called to scholarships of the second year only?—Yes.

5933. You personally do not apply the rule to scholarships of the first year, which are first year's scholarships?—Yes; I have no *à priori* view.

5934. With regard to sessional examinations, I do not quite gather from this whether one-fifth is an absolute rule with regard to sessional examinations or not. Twenty per cent. is the number of marks below which you absolutely reject. Would that apply to sessional examinations?—No, it does not, because we

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absolutely must give specific marks here. It is one man against another.

5935. Have you any means of comparing the students who come here as to their state of preparedness for university teaching with boys of the same age in Scotland?—I should say that the boys who come here for arts are fairly on an average with those who attend Edinburgh University.

5936. Have you any means of stating the result, for instance, of the three years' teaching in classics which a man gets — when he passes out of the hands of the College could you state what place he would take in any university with which you are familiar?—I should say that, with one exception, I never had a man who could compete for the top of the first class in Cambridge.

5937. Only one exception for the top first class?—Yes; I think you know the man I am referring to.

5938. Yes; that is Mr. O'Connor?—Mr. O'Connor was a scholar of the Catholic University, Stephen's-green, and they must have great confidence in our scholarship and mode of teaching, because he was introduced to my friend, the then Professor of Latin, by a Catholic clergyman. He was the best man we ever had. His brother was the best medical student I ever examined; but our general average good men would, I think, have got about the top of the second class in honours, and what would have prevented almost any chance of the first was the absence of composition in Greek and Latin prose and verse; but as regards general breadth, I should say our good man was, as a rule, vastly superior to the ordinary run of first class classical scholars in Cambridge. I will give you reasons for my statement. I remember somewhat early in my career examining a young man from Cork. He passed his first class with us, but he would not have passed his first class in Cambridge; that is to say, he had no power of verse writing, none at all; but he struck us as being a very able man. Within two years that youth—a very young man—was the chief contributor to the articles of the *Times*, and recently went very close to reaching the editorship (Mr. Wilson). One that I should call a good average first-class man, but not a brilliant scholar of the English type, after reading here and taking a first class degree, went over almost directly to London, and competed against fifty-three Oxford and Cambridge men, and beat them for the law scholarship.

5939. That is Mr. M'Swiney?—Yes. Mr. Wilson is the present leader-writer of the *Times*. These are a very high averages to take, but still that style of masculine ability is not brought out as a general rule by the high-pressure classics of an English public school.

5940. You mean to say that your man of that type is a better trained man for the work of the world than a "top" Englishman?—Out of the way; just as a strong man is better than a clever precocious boy.

5941. I suppose the course you put those men through implies a general education in the first two years as well as a classical?—It must do so to pass the little-go.

5942. And the only time that they have to specialize would be the third year?—The only time.

5943. The course in Cambridge would imply practically a specialization for a large portion of the time?—The whole time. The "little-go" would be so comparatively easy as compared with ours.

5944. The "little-go" is taken about three months from entrance?—I know practically that it *can* be so taken. I know that my son took it before Christmas.

5945. It is within three months?—Within three months in four things—Latin, Greek, mathematics, and Divinity—so that it cannot be very hard.

5946. At Cambridge a man may specialize entirely?—He is allowed two years. He may take the four subjects one at a time, or all at a time, and you have a long time to take your choice.

5947. With regard to the requirement of Greek verse, which you speak of, you have not such a requirement here as they have in Cambridge. Is it Latin and Greek verse, both?—Both.

5948. I suppose the importance which is attached in Cambridge to Latin and Greek verse is not attached to these subjects in any other university in the world?—By no means, not even in Oxford. In Oxford it is said that a man is a good man who takes up the verse and does it well, but he is a fool who takes it up and that does it ill.

5949. Do you happen to know at all what is the view of the German Universities with regard to Latin and Greek verse. Would they attach any very great importance to it as a *sine qua non*?—Certainly not. I think I could with a little difficulty get you attempts of German professors of enormous knowledge whose Greek verses would send the head master of Eton into fits. In fact an Eton boy would be flogged for such. But I am not by any means wishing to disparage German scholarship. The Germans do not regard it.

5950. The Rev. Dr. MOLLOY.—Their scholarship does not take that direction?—It does not take that direction at all.

5951. Professor JACK.—They would look on the devotion of a considerable portion of their lives to Greek verse as elaborate trifling?—They would.

5952. As to what you stated with regard to those men about the result of your complete course of training, and the state of the men who pass out of Galway—does it apply to the present time or does it apply more particularly to the period of non-disturbance?—Far more to the period of non-disturbance. You see how very unpleasant it is to me to speak in a disparaging way of students who have been particularly well behaved, and particularly industrious; but I am not saying anything that would hurt them when I say that the average student is somewhat thirty per cent. below the average man five, six, or seven years before in this College.

5953. You attribute that chiefly to the disturbance?—Chiefly to the state of suspense into which the students have been thrown. It is very difficult always to assign causes. I know, for instance, in this way, that the best men would be attracted far more to university honours, that carry distinction known throughout the country, a distinction not to be got at what is now not a university college; and, again, a good many men who, whilst they are strongly attached to the Queen's University, have got the impression, rightly or wrongly, that the new University raised in its stead, though apparently mixed, is in reality one-sided, and they have certainly gone elsewhere, either to Edinburgh or to Trinity College, Dublin. It was not long ago that I was looking over a list of men—I think eight—who had gained exhibitions or scholarships at Trinity College, and a professor, a friend of mine, looking over these, said, "I can recognise, I think, four names as of those belonging to families attached to the Queen's University," and those would have come to one of the Queen's Colleges, in all probability, but for that impression.

5954. That remark would probably explain, to a considerable extent, the diminution in numbers?—There is a diminution in numbers and in quality.

5955. With regard to the regulations of the Royal University, we have had some evidence laid before us as to the unwillingness of men who are capable of taking honours in that university to present themselves for the honour examinations in Dublin, partly arising from the expense. Would that apply to any of your men particularly—have you noticed any such effect?—I do not see how it could be brought under my notice in any way, except, practically, from their not going.

5956. Do they go, as a rule, to those examinations for honours or not?—You could hardly say, as a rule, with regard to such a short period; there is no time to judge from.

5957. There is the greatest possible difficulty in stating any conclusion with regard to that?—Quite;

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GALWAY. June 13, 1884

Professor D'Arcy W. Thompson, M.A., D LITT.

I have no data to go upon as yet. Then, again, remember this—this appeals to common sense in a moment—I am not an examiner in that university; any acute student must know that as regards special examinations he will have a better chance reading with a man who has to examine him. As regards Greek, for instance—I do not, in any way, adapt my teaching to this or that particular set of papers, I even dislike men to take notes of what I say. I prefer that general teaching, if good, should adhere to them, and, if not, should drop off, and I do not advocate the practice of taking laborious notes, because it is very valueless. In an examination I never ask a question I put before.

5958. Your teaching is directed to widening their minds, not to cramming?—No; I care very little about examinations; I should, in a testimonial, go from an estimate I had formed of them in the three years' intercourse, not from an examination.

5959. Dr. STONEY.—The entrance examination that is held at Trinity College, Cambridge, has several times been referred to. The object of that examination, as I understand it, is to select out of a large number of candidates those that shall be admitted to the limited accommodation for residence. The number that can be admitted to residence is limited by the building?—Not practically; you can lodge outside; it is not limited by the courts, but it is limited by the size of the Chapel. My own view of the matriculation at Trinity was, that it was merely meant to exclude downright bad men, nothing more than that. It was by no means intended to exclude backward men, or third-rate men, but the hopeless. I hardly ever knew the case of a man that was finally plucked in Trinity College, Cambridge, not even a man that in my own time kept underneath me, and his friend, a tutor of his, was a friend of my own, and he came up there from his room one day and stated that his friend below had just explained how he had been plucked in an examination because he had spelled "lieutenant" with an "f," and how he would have spelt it all right if he had got another twenty minutes. That man got into Trinity easily.

5960. In comparing the acquirements of a man who obtains the highest honours of the Queen's Colleges, and those who obtain the highest honours from Cambridge, in addition to the circumstance that a Cambridge man has been able to specialize for three years, another consideration seems necessary, that those men who afterwards highly distinguish themselves enter Cambridge both older and more highly trained than students can be got here?—Well, I entered myself at nineteen and a half, after having been twelve years at Christ's Hospital.

5961. That would prevent anyone reasonably expecting that at the end of the Cambridge course, an honour man would be only in the same stage to which students can be brought in the Queen's College?—As a general rule, it was said a man went to Cambridge to learn mathematics, and forget his classics.

5962. In fact, his general education was over before he went there?—Yes.

5963. But in the Queen's Colleges the general education is insisted on up to a later stage?—Certainly. In fact from the first two years of the three.

5964. Scholarships are awarded on competition there, as well as in all Universities?—Yes.

5965. Could you speak as to the degree of acquirements on which scholarships could be obtained, as compared with the degree of acquirements on which scholarships can be obtained here, after the student has undergone training in the College?—For the second year?

5966. For the second year for instance?—Oh, far beyond the average. An enormous lot of the scholarships in Cambridge come from schools alone, and from schools of all degrees of merit from upper class schools down to small country ones, very often limited to a particular parish, sometimes limited to a particular name. A scholarship at Cambridge may tell a great deal, and may tell absolutely nothing, and in a great variety of cases it means very little indeed. At Trinity, or St. John's it certainly does mean a great deal, but that stands quite apart from other cases. At a small College, it indicates almost nothing.

5967. The prizes that are obtained so, are of much higher value than those obtained by the students of the Queen's Colleges?—There is no comparison. I had £200 a year, for three and a half years. I had my room furnished: my library of classical and mathematical books. That is to say, I had exactly equal to our five classical and mathematical scholarships rolled into one, triennially rolled into one. I had one for the school: the College gave me one, and the next year another, and the next year it did not take away either. I had three.

5968. Professor JACK.—So that, so far as the emoluments, you had practically the same as all yours now triennially?—Yes. My son got about the same. He did not know a soul in Cambridge. He did not belong to a school in connexion with Cambridge. Six months before he matriculated he got an exhibition, worth nearly £100, and the first year he was there he got a foundation scholarship, £100 a year, for seven years.

5969. That is as things are going on now?—I am giving both now and my own time, and now I am sure you heard of Mr. Elwin, the editor of Pope. That gentleman was a little my senior. I do not think I am a little far out in saying that he had £400 or £500 a year in scholarships. That was exceptional. He was not only a scholar of some school, but he was a scholar of Trinity. He was then a University scholar, and allowed to compete as Bell's scholar, being a clergyman's son, so that he had about £400 a year, at the minimum. £200, and £150 is very common, and £100 not at all uncommon, and I hardly knew a man amongst my acquaintances that was not supported about sixty, or eighty, and sometimes one hundred per cent. by what he derived from the University, or College. As for my own part, I went there with nothing; I could not have bought out of my own means a straw a day, and if I could, not have lived on it.

5970. I suppose probably half the men of Cambridge would be honour men of that description?—All the working men.

5971. And the other men?—More than half are almost ornamental men or men for the Church, and it did not by any means mean that a person preparing for the Church was a hard reading man; by no means. I passed a man in Greek who could not read one Greek word, in Thucydides, and all he could know was the capital letters at the beginning of the speeches; but I passed him, and that was all he knew.

5972. So that about one-third are honour men of a high class and about two-thirds are not honour men at all?—They do not want it. They get a great deal from their fathers but nothing from the colleges.

5973. Dr. STONEY.—I believe Professor Tyrrell of the University of Dublin has had ample opportunity of judging of the Queen's Colleges?—I examined with him for many years at the Queen's University, and he has expressed in writing his opinion of the robustness of the scholarship, and I think his views were read yesterday.

The *President*.—I read some of what he wrote.

Dr. STONEY.—You could put that in.

The *President*.—Yes.

CHAIRMAN.—If Professor Tyrrell comes before us in Dublin we will be happy to examine him.

The *President*.—I said that the three best Latinists came from Galway, and also that the distinctions of the Queen's Colleges exceeded those of any other.

5974. Dr. STONEY.—With reference to those marks that have been several times referred to, 200 to Greek, 200 to Latin, 100 to French, 100 to German, 100 to English, I presume the main intention of that is to decide the relative values of those different subjects, the Greek and Latin being twice the value of French, German, or English in the examinations, each is twice the value of any of the other three?—That is the obvious meaning of the double mark.

5975. The meaning of saying that no mark under

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one-fifth of the standard mark shall be taken into account in any subject, would be that an excessively slender knowledge in any one subject would not be allowed to contribute to the general result?—Certainly not, but at the same time allow me to remark, because I think a misapprehension arose yesterday; the Chairman asked would a man who got say 20 per cent. all round get a scholarship. Well I don't think that in drawing up that we ever contemplated the appearance of such a portentous creature; we only put it in under a notion that a man might be very poor in one subject, but we never thought he would be poor in two, but for a man to come in poor in three and poor in four would indicate an audacity that we never contemplated at all.

5976. Rev. Dr. MOLLOY.—I wish to ask you a question as to the meaning of this observation in the statutes. It is said that if a student gets less than twenty per cent. in any subject he is disqualified, so far as that subject is concerned. That implies that if he gets more than twenty per cent. he is not disqualified?—No.

5977. Therefore, if he gets more than twenty per cent. in every subject he is not disqualified in any subject; therefore there is nothing to prevent his getting a scholarship, except that there might be a better man?—A better man.

5978. Dr. STONEY.—That would depend on the report of the examiners?—Of course. The examiners have no power to give a scholarship. They merely recommend.

5979. CHAIRMAN.—Do they either recommend the rejection or acceptance, although the prescribed number of marks may not have been obtained in one case or exceeded in the others?—I am not prepared to say; it may be so, but I cannot call to mind.

5980. We understand that the professor does not award the scholarship, but reports to the Council?—He does not, but so far from what you say being the rule, allow me to bring forward a very remarkable case decided by myself. There was a case in which only one competitor appeared for our senior scholarship, and that competitor was twenty-five per cent., the best man that I ever saw in the classes of the university. That was the same Mr. O'Connor, and I rejected him in my Greek papers.

5981. Rev. Dr. MOLLOY.—My question was in reference to the junior scholarships?—Yes.

5982. CHAIRMAN.—Was it a senior scholarship Mr. O'Connor competed for?—He got all. He got it next year. It was merely that he had not prepared the work; but it does not follow we give it to a man whatever opinion we have of his ability if he does not work.

5983. Professor JACK.—Is it your opinion that it is the practice of the Council that men who get twenty per cent. in, say four or five subjects, are accepted for scholarships at the end of the first year?—At the end of the first year, I think not. At the beginning they have no *a priori* standard.

5984. But at the end of the first year you all know what twenty per cent. means?—I do not think such a case would be likely to come before us. I do not remember anything of the kind. But if it was given at all it would be *ad misericordiam*, because it is not a thing we would be very proud of. I think we should not give it.

5985. Do you remember anything of the kind?—I do not.

5986. Dr. STONEY.—There is a meeting of the examiners held, as I understand?—There is.

5987. Do you attach weight to this conference?—Very great, indeed.

5988. And the examiners make a joint report?—A joint report, except in the case where one absolutely rejects, and then one rejection will carry the day.

5989. Professor JACK.—But the examiners send in their marks still?—They do, and the papers.

5990. So that the Council has all the elements of decision?—Yes.

5991. Dr. STONEY.—Do you think the value of the entrance examination may be measured by the length of the list of authors which is prescribed?—Certainly not; it is the greatest fallacy in the world. I have heard it talked about. Take the books in Virgil. Goodness gracious, Virgil is not a ladder that you can go up from the first to the second, and mount up to the twelfth as the most difficult of all. A man who knows one knows the whole twelve implicitly.

5992. You also mentioned that during fifteen or sixteen years you observed an improvement in the men entering the College?—Steady. Most perceptible.

5993. Do you consider that as indicating an important influence that the College has had on education outside?—Obviously, most obviously. Without doubt, I consider that half the educational activity that is now so remarkable in Ireland is due altogether to our Colleges, and the stimulus they have given, and given especially to people who were hostile to them; and so they have had a good effect, and I am glad the stimulus was given, and I think that a good deal of gratitude is due to those Colleges.

5994. Would you consider that the work done in these Colleges could be estimated with any degree of accuracy by the degree in which students have availed themselves of the Royal University, or the way in which they have acquitted themselves there?—Certainly not; obviously not.

5995. Then it would be necessary to take into account other considerations, in order to form any estimate of the work that is really done by the Colleges?—Go back the last fifteen years to get a fair notion of it, and in fact, I should say eliminate the time since the foundation of the Royal University, as being a state of disturbance.

5996. Professor JACK.—Unexhausted transition?—Unexhausted transition.

5997. Dr. STONEY.—Would you consider that the way men had discharged their duties in after life, was a marked evidence?—Just as much as I look on education here as higher than instruction— infinitely higher.

5998. In these ways do you think the work of the College can be shown to be good work?—I am sure of it, so far as my own knowledge will carry me.

5999. Dr. MAHAFFY.—Do you think that the highest standard of examination could be best edneed by examining a man in his own subjects; allow him to select his own subjects, and then give him a thorough examination?—I do. I think that is the way of proceeding, probably now in Glasgow for scholarships. A man may take up twelve or twenty books, or he may limit the number at his own choice, and be examined in these and these only, that is to say in Glasgow for the scholarship, it will lead a man to extra exertion. I think it an excellent way.

6000. Is the nature of the matriculation examination of a college or teaching university, rightly different from that of an examining board. Would you say that they should be different, because an examining and a teaching university are two different things?—I have very little experience on that point. The Royal University is the only one here, and it is so very new that one cannot judge. Of the London University I know nothing. I cannot well answer the question.

6001. If you saw a young fellow thirsting after knowledge with evidence of an average progress in English and mathematics, and a good capacity, you would I presume, be only too glad to have him here?—Only too glad.

6002. My belief is that you have had many such here?—I cannot say many, because, as I said before, when men came here to my department, Greek, it presupposes almost to a certainty Latin, and Latin presupposes English, so that as a rule the men who came in Greek were of a very high standard. A few that I had were pass men who had no ultimate wish to pursue Greek at all, but merely to push through our little-go—who would require but an average amount. It would be a difficult thing for a man to pass through knowing nothing. He would have to be a very clever

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GALWAY. June 13, 1884.

Professor D'Arcy W. Thompson, M.A., D.LIT.

man to do it: and one or two of them were men of very high ability.

6003. Take a man of fair capacity and of average proficiency in English and mathematics, and fairly educated in Latin going to the faculty of medicine; would you say that it would be preferable for such a man to take up German or French, instead of Greek; —No, certainly not.

6004. Does the fact that many of the students look to a career out of Ireland, influence them in their desire to compete in the Royal University?—I should think obviously it must. It is a little out of the bent of one's experience. The prizes are so very high in the Civil Service, the home service and India, and the Army and so on, it must operate I think.

6005. Rev Dr. MOLLOY.—I think you said that you attach no importance to the number of books in which a student is liable to be examined; for example, you say that one book of Virgil as a subject of examination is as good as twelve?—Of course; you see if a man knew all the twelve it would be a grand thing, and he would be considered a fine man, but for a mere examination I would say that one book would be quite as good.

6006. It is enough for matriculation to have one book, but a student who knows twelve, would know a great deal more?—Of course he would, but you do not want an exhaustive examination that way.

6007. Would not the examination in two books be more extensive than in one?—I should say not. I should say that a man who knew 100 lines thoroughly well would be better than a man who knew twelve books badly.

6008. The object of the examination is twofold, to test the quality of the student's scholarship, and to test the extent of his knowledge. You can test the quality of his scholarship with a small number of books, but not the extent of his knowledge?—It is a thing one would never attempt to do, because it is a thing absolutely useless.

6009. But it is a thing you have attempted to do in Queen's College, Galway, because at entrance, for matriculation you require one book of the *Æneid*, and for the scholarship examination you require two books. You require one book of Homer for entrance, and two books for the scholarship. So that dealing with the same students for the higher course of examination you have a larger number of books?—In one case you have to ascertain the capacity for learning, and in the other you have to differentiate between the different men, and therefore have to bring in a quantitative element.

6010. In order to ascertain the extent of his knowledge?—There the quantitative and comparative element need not come in. Suppose we were not limited and one successful candidate did not exclude another, I should be content with the qualitative one. But to limit the number means the extrusion of some and we can only do that by a quantitative comparison.

6011. You stated that the matriculation examination in this College was the same as in the Queen's University?—Yes.

6012. You do not mean to say it is the same as in the other Queen's Colleges?—No.

6013. You spoke of the training here as calculated to develop the intellect of the student?—Yes.

6014. Do you not think that the training here would be more effectual for the purpose, if you got the students coming up to matriculation better prepared and with a larger amount of information?—That might possibly be, but it would not follow by any means as a matter of course.

6015. I think you said, for example, that O'Connor was the best trained student who came to the College? —In classics.

6016. Was he not also eminently distinguished at the end of his course here?—In what branch?

6017. In classics?—Certainly.

6018. Was not his educational standard at the end of his course here higher than it could have been if he came here badly prepared?—I agree to that. You are speaking of a man of something like genius.

6019. Do you happen to know where he got his school education?—At the Seminary of the Jesuits here under Father O'Carroll. How long he was there I do not know. I believe he got his education from a man of well-known scholarship and learning, and of very great zeal in the teaching of the ancient classics.

6020. CHAIRMAN.—You mentioned that verse was rather weak?—It is practically non-existent.

6021. I might apply a passage from another of your books* which I was reading last night, that there are students here who could turn a summersault as easily as a pentameter?—I do not think they even try to do it. It is like a man with a fiddle, who might play it if he tried.

Professor JOSEPH P. PYE, M.P., M.CH., D.SC., re-examined.

Professor Joseph P. Pye, M.D., M.CH., D.SC.

6022.†Dr. MARSTON.—I believe you are going to be good enough to give the Commissioners some information in tabular form connected with the medical teaching at the hospital?—Yes, at the request of the Commission.

6023. Do the students of this College proceed elsewhere to complete their medical education?—A very large proportion of the students do.

6024. In connexion with that, I should like to ask you what are the opportunities of hospital practice afforded here to those gentlemen. Do you think they can complete their education here without going to another place?—I advise them to go.

6025. You think the practical opportunities here are limited?—I think there are few provincial towns that afford sufficient clinical opportunities.

6026. Will you kindly look at this return from the Royal University of Ireland. Of course the numbers are small, and statistics are unreliable when based on small numbers, liable to fluctuate. Looking however at the prizes and passes gained by Galway students at the Royal University, can you draw any inference from the results as regards the students of the Queen's Colleges?—There is a slight difference. The percentage of pass candidates is a little under 50 per cent. in the case of Galway, and a little over in the cases of Queen's College, Belfast, and Queen's College, Cork.

6027. It occasionally fluctuates?—Yes, but I wish to make this observation—I question the accuracy of the return. In fact I know it to be incorrect.

6028. How are you able to state that?—I am not able to correct the numbers of candidates returned by the Royal University for I have no means of checking them, but looking at the list of the men from this College who are returned as passed during the years stated here, this Royal University return is inaccurate, for our men are stated to be fewer than the actual number that did pass.

6029. Could you supply the number?—I went over the numbers with the Registrar. He has them.

6030. CHAIRMAN.—Very likely. The same occurred in Belfast. They put down to other places some who really came from the Colleges?—I cannot say.

6031. Dr. MARSTON.—Can you tell the Commission how the clinical lectures delivered in this College differ from the clinical lectures given in the hospital and what number of clinical lectures are given during the session at the College and the hospital respectively?—The licensing bodies require two distinct things to be done in clinical teaching—they require instruction at the bedside and in addition, at least two formal lectures not at the bedside but in a class room or something corresponding. We give that minimum number at the College, two in each

* "Day Dreams of a Schoolmaster."

† See Appendix III. B.—No. 35.

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week during the session, and instruction is carried on every morning at the bedside.

6032. How many lectures in the session would that amount to?—Say thirty weeks, perhaps fifty lectures the minimum, allowing for accidents and interruptions.

6033. Can you tell me anything on the subject of the teaching staff of the hospital?—The staff is composed of two medical attendants. As a supplement I give clinical instruction at the County Infirmary, and one of the professors who is not attached to any hospital, acts as pathologist generally to the hospitals.

6034. Is the opportunity for the study of morbid anatomy very limited?—Very limited.

6035. I have heard of a report as to the condition of the County Infirmary in 1870. Can you give us the general effect of that in a few words?—I can.

6036. Will you give me a reference to it, simply?—The report was made in 1870 by Drs. Banks and Macnamara.

6037. CHAIRMAN.—Can we get a copy of it?—I can furnish you with a printed copy. The report was read this morning.

6038. But we cannot take that version, no matter how accurate. We must have the document itself?—Yes, I can furnish a certified copy.

6039. Dr. MARSTON.—Can you state generally what is the amount of hospital practice required by the medical universities and boards?—Twenty-four months attendance.

6040. There is a minimum—what is the minimum?—Do you refer to the accommodation in the hospital?

6041. What is the amount of hospital practice that would be required of students in medicine to qualify for the Royal University?—It corresponds very closely, taking one board with another, and may be stated generally to be twenty-four months, that is four winter sessions, of six months each; two summer sessions might come in, and would make the winter sessions three.

6042. Do all the licensing boards accept the attendance at the hospitals in Galway?—Yes, at the general hospital. Some boards may require special certificates that we cannot supply, but that does not invalidate the general hospital certificates.

6043. What opportunities have you for the study of diseases of women and children and the practice of midwifery?—You have asked me as to the midwifery already.

6044. In respect to those I have just mentioned do you not think the Royal University has done good service in exacting a knowledge in those subjects. They require also a knowledge of special diseases, fever, mental diseases, and is there not a diploma in obstetrics?—The Royal University has done nothing special in that respect. In obstetrics special information is exacted by every board.

6045. But with regard to mental diseases?—I think it is well that it should be so. The curriculum is progressive in that way. Any board will add something to its programme one year with another.

6046. There is one point on which I should be glad of your opinion. We have been told that there is no retiring allowance for the professors in the medical faculty. As you do not practice for remuneration you can express an opinion the more freely. Is there any field for professional practice by which the professor can increase the emoluments of his chair?—It is very limited.

6047. If so very limited would you reasonably expect men of attainments to come here and lecture to medical students?—Well, I think the place would be more attractive if the emoluments were higher.

6048. Looking at it in a practical business light, with your knowledge of what labour is worth, are the prospects sufficient to attract the right sort of men?—I think we have a very good staff at present. Perhaps we had better not speculate as to what may happen in the future. I should not like to speculate.

6049. CHAIRMAN.—Do I understand that there are certain certificates required by universities and other licensing boards which cannot be got by a student attending the College here?—Yes.

6050. Take for instance the College of Surgeons, Dublin, and the College of Surgeons, Edinburgh?—Every requirement of the College of Surgeons, Edinburgh, may be complied with here, for their midwifery certificate may be obtained at the dispensary, not necessarily at a midwifery hospital, but at a dispensary for extern patients.

6051. With regard to the College of Surgeons, Dublin?—I think the midwifery requirements there also might be satisfied at a dispensary.

6052. Dr. MARSTON.—Is there a maternity with a sufficient number of out-patients to afford them a practical knowledge of midwifery?—There are plenty of cases in connexion with the Poor Law Dispensaries.

6053. Are they availed of?—They are not availed of.

6054. Do the students practically go to Dublin?—They practically go to Dublin.

Professor GEORGE JOHNSTON ALLMAN, LL.D., D.SC., F.R.S., examined.

Professor George Johnston Allman, LL.D., D.Sc., F.R.S.

6055. Professor JACK.—You are a Fellow of the Royal Society?—I hope so. I was recommended by the Council. The election I believe took place yesterday.

6056. How long have you been Professor of Mathematics in this College?—Since December, 1853.

6057. So that you have the very greatest possible experience of the Queen's College?—Almost from the first.

6058. Where were you educated previously?—In Trinity College, Dublin.

6059. What is the number of your students at the present moment?—There are this year twenty-three in three classes.

6060. What is the class for first year's student's?—There have been always two classes of students in the first year, a pass class and an honour class. But the word mathematics is to a certain extent misleading because it includes a great many different subjects. In the pass class I go over a course of lectures on arithmetic and the six books of Euclid, and also on algebra and trigonometry. I use Euclid as a text book.

6061. For the pass class in the first year?—Yes. Then I have an honour class of the first year in which I lecture on the higher mathematics, that is to say, a more advanced course of trigonometry including spherical trigonometry, what is called solid geometry, the elements of the theory of equations, and analytical geometry as far as the straight line and circle.

6062. What number of men might you have in the pass class of the first year at present?—Twenty in the pass class of the first year.

6063. How many in the honour class?—Nine; they are not separate individuals.

6064. You mean that there may be a considerable number of the nine who are also in the twenty?—They are all I think, because the honour men also attend the pass class for the most part. They attend algebra and geometry and so on. They attend the full course as far as they get advantage from the first course.

6065. Is it your experience that the bulk of those twenty men get a substantial knowledge of the course you have mentioned?—Yes, I have taken the greatest pains; I always have taken the greatest pains with the pass students. I spare no pains to try to give them a sound basis of mathematical education so arranged as to be of the highest importance, no matter what the future walk in life of the students may be.

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GALWAY.
June 13, 1884.

Professor George Johnston Allman, LL.D., D.Sc., F.R.S.

6066. Were all the nine honour men able to cover the very extensive ground you have mentioned?—I do not think all those nine men were. I think in the course of the lectures perhaps two or three fell off, but at least six went through the whole course and answered well at the sessional examination.

6067. They went over that very extensive course?—Yes.

6068. In the second year what course have you?—I was rather pleased with the answering last week at the sessional examination. The best man amongst the candidates for honours got 80 per cent. on a searching paper. I can let you see the paper.

6069. CHAIRMAN.—Is that the first year's honours men?—Yes.

6070. Professor JACK.—You were going to give me the number of the second year's class?—This year it is exceedingly low.

6071. Is it only one class?—This year only the honour class. In other years I had pass and honour.

6072. How many attended that class this year?—Only three attended the course.

6073. What course would they go through?—We commence in the honour class with analytical geometry consecutively to what is done in the first year, namely conic sections. Then I take up the differential calculus and after that the integral calculus.

6074. From the beginning?—From the beginning of the differential and from the beginning of the integral.

6075. And that would cover the course of the second year?—The first term is taken up with analytical geometry, and the second and third with differential and integral calculus.

6076. Could you give me any indication as to how much work is done with reference to any of the well-known text books?—What I have taken always is the subject of the second university examination—the honour course in the old Queen's University—and now I take the honour course of the Royal University, which has been taken from the Queen's for the honours.

6077. As you are more familiar with them than I am, will you mention what the course is?—Salmon's Conic Sections, X–XIV; Todhunter's formerly, but latterly Williamson's books on the Differential and Integral Calculus. The differential calculus includes differentiation of functions of a single variable. Taylor's, and Maclaurin's Theorems and their applications, the Theory of Maxima and Minima for functions of a single variable—we do not go to two variables—and then application to Tangents, Normals, and Curvature of Plane Curves. The integral calculus includes integration of functions of a single variable in finite terms; reduction of integrals of a single variable; application to the quadrature and rectification of plane curves. Lagrange's and Laplace's Theorems formerly, but not latterly, because they are not included in the second university examination.

6078. I do not ask the question entirely with reference to those three men, because, perhaps, it is a little severe on them; but would the number of men in the second year's class usually cover substantially that amount of ground and do it well?—Yes. I should mention that besides going through the work, I always, in every way, encourage the students to work problems, and bring me examples, and I spend a good deal of time in examining their papers. We are greatly depressed at present, for we have been knocked about, but a few years ago the reading over the students' papers, which I have always read most carefully, occupied far more time than the lectures themselves. When the Treasury Commission was down here a few years ago it so happened that I had in my possession the answers, to the problems that they had solved for two days. I brought the set that I had looked at and I handed them to the Commissioners to see, and I believe that there is in the report, which was never published, a passage speaking in high terms of praise of the work done.

6079. What date was that Commission?—1876.

6080. It was not published?—No.

6081. CHAIRMAN.—It was a Treasury Commission, and not published?—I am sorry for it.

6082. Professor JACK.—Are the third year's mathematical students entirely an honour class?—Entirely. In reference to that honour class I should mention to the Commissioners that it was at first a perfectly voluntary class, established, in the first instance, in this College years ago, by the late Professor Neslett and myself, and, I think, Professor Stoney. Afterwards it became an obligatory course when the statutes were changed, but it was first instituted in this College as an honour class, when the professors need not have had these students at all.

6083. What number of students might there be at present in that class?—Not one this year.

6084.* Taking the two years previous to what we may term the disturbance could you give me, roughly speaking, the number of students you would have in the first year's pass and first year's honour, and in the second year's pass and second year's honour classes?—I have just asked for that return. [Mr. *Loftus*—It will take some time to make it out.] Mr. Loftus has supplied it for the three years since the disturbance.

6085. And for the year 1881–82?—In 1880–81 there was a fair number—33 in the pass class of the first year; but here, in 1881–82 there were 22 in the pass class.

6086. It would answer my purpose sufficiently for 1881–82?—No. These are all since the disturbance; twenty-two that year, twenty-one last year, twenty this year. I know it very well because the fees fell to half. I had more than £80 fees a few years ago, and this year it was £40, so that tells exactly.

6087. With regard to the position at entrance into your class, they pass the matriculation examination in accordance with the regulations of the Royal University, or the matriculation examination in any of the Queen's Colleges?—Yes, the Queen's University examination.

6088. A certain amount of mathematics is essential?—Absolutely essential, two books of Euclid, first and second, a knowledge of arithmetic, and algebra, as far as the solution of simple equations. I always insisted on this knowledge, especially of geometry and arithmetic.

6089. So that no student could enter here as a matriculated student without having a substantial knowledge of those subjects?—No: my colleagues allowed me to place an absolute veto, no matter how well they answered in any other subject; no matter how well they answered in the other subjects I exercised that veto in every instance.

6090. So that no such student comes under your mathematical instruction, except, I presume, a non-matriculated student?—Non-matriculated students are not required to pass any examination.

6091. They might come into your class or into any class?—We have very few of them at all.

6092. I am asking merely for your opinion—did that bring students who presented themselves at your classes into a state for going through the extensive course in mathematics which you have mentioned?—Yes, there were two things to be considered; in the first place, students who attended my lectures were in arts or engineering. Well, what was to be considered in the case of the large number of medical students? Why, bearing in mind that the student should be fit to follow the lectures of the Professor of Natural Philosophy, it goes without saying that a student should know arithmetic and some geometry to follow the lectures of the Professor of Natural Philosophy.

6093. With regard to the entrance scholarship, have you any minimum mark?—Yes; in the first place, I would like to be allowed to state, in respect to the twenty per cent., there has been some misapprehension about it. The twenty per cent., in the

* See Appendix III. B.—No. 89.

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first place, does not apply to any examination in the science side. The object of the twenty per cent. was this: when there were a number of examiners the Council said there should be twenty per cent in each subject; any answering less than that does not count. Now, as a matter of fact, the Registrar will prove this, that the lowest answering that a scholarship was given on at the literary side was thirty-nine per cent.

6094. Rev. Dr. MOLLOY.—Do you mean thirty-nine per cent. on each subject of examination?—On the tot, leaving out the scratches; the scratches do not count, they are knocked off the list.

6095. Professor JACK.—After the scratches you got thirty-nine per cent., but we will take it from the Registrar?—With respect to mathematics, for the scholarship of the first year the sole examiner is the Professor of Mathematics, for the entrance scholarships in arts—that is, for the first year's scholarships in science—and for one of the first year's scholarships in medicine, the Professor of Mathematics is the sole examiner.

6096. So that you have a full knowledge of all that has happened with regard to those scholarships?—For many years Dr. Curtis, who is now Assistant Commissioner of Intermediate Education, examined: by his own free will, and, with the consent of the College Council, he was associated with me. It was his own proposition. He was associated with me as examiner for scholarships of the first year, but the responsibility lay with me. He set half of the papers.

6097.* Perhaps you could state your experience with regard to these scholarships?—In the scholarships of last year, for the first year's scholarships, the maximum answering obtained was eighty-two and a half per cent.

6098. In mathematics?—Yes, for the first year's scholarship.

6099. And what was the minimum?—Last year it was unusually low, 31½. I would like to be allowed to explain why it was low. It is since we have been knocked about. The average is 53·8.

6100. The average of the five?—The five successful.

6101. Rev. Dr. MOLLOY.—The five what?—I have given you the highest and the lowest. The average of the successful candidates was 53·8. The year before, the maximum was 72 per cent., and the minimum 52½, the average being 59½.

6102. Professor JACK.—That was the year 1882–83?—Yes. In 1881–82 the maximum was 84½, the minimum 66, and the average 76·8. In 1880–81 the maximum was 70·8, the minimum 65½, and the average 67¼.

6103. With regard to these figures you could tell the Commissioners at once what inference you drew from them. Does that show a very good state of mathematical education?—Very good. I have always taken the greatest pains with those examinations, because I fixed the marks for each question, and whenever a man does a bit of honest work of the kind he does not throw it to the wind. I preserve them in the first instance for the use of the students, because at the lecture I show them, "You only got such and such a mark for such and such a question." After the lectures are over I very often give them hints. I have them in my hands with the exception of one year, and the answers in many cases for each individual question, the papers set and everything. I am quite prepared if you think proper to hand them in.

6104. Speaking for myself, I should not venture to have an opinion on a teacher of your eminence with regard to that?—With respect to the number of candidates, last year there were only eight for the science scholarships of the first year, that is in 1883–84. In 1882–83 there were eight also; in 1881–82 there were nine, but in 1880–81 there were twenty for the five science scholarships, and I have the returns here of the previous years. In 1878–9 there were seventeen candidates, in 1877–78 the paper is wanting, and in 1876–77 there were thirteen candidates.

6105. You mentioned, with regard to one of the candidates this year, 31¼ per cent., and you said it was exceptionally low. Do you happen to know, as a member of Council, whether there was any system of compensation, or whether 31¼ per cent. would have naturally passed him in that subject?—The answering of that one student was low.

6106. All through?—It was the sole subject of examination. But here is a thing that I want to point out to the Commission. In this College trigonometry is one of the subjects in the first year's scholarship. Formerly the students answered well in trigonometry, but when the Royal University was founded the course of action taken was not one to improve matters. Trigonometry was no part, up to the present year, of the subjects for the exhibitions of the honour course in mathematics at the matriculation examination.

6107. Which corresponds to your entrance or first years scholarships?—Yes; the consequence was that the students neglected trigonometry; they did not come as well prepared in that as they did in former years, and therefore in recommending those students for scholarships I took that into consideration, observing, I am nearly certain, that it was in that branch they were deficient.

6108. You say that you could understand a student presenting himself in this way, being defective in that branch, considering he was aiming for the Royal University?—In the first place the matriculation at the Royal University neglected the subject, and we never had experimental physics; and secondly, in mathematics the trigonometry would not have told.

6109. It included a subject you had not before at all?—A subject that we never had for matriculation—experimental physics.

6110. Then the students had already more than that, at any rate of mathematics?—The trigonometry would not have told for them at the Royal.

6111. It was not in the course?—It is in the course for next year, I am happy to say.

6112. With regard to the general remark about the exhibitions and honours of the Royal University and the entrance scholarships in science here, they are based on different examinations?—Quite so. The examinations for scholarships in the College from the first have been divided into the literary and the science sides, quite distinct from one another, whereas the examinations for exhibitions at matriculation in the Royal University are in Latin, in Greek, or a Modern Language, in English, in Mathematics—that is to say, in arithmetic, algebra, and geometry, and in experimental physics. These are all taken into account for exhibitions. The examinations are quite distinct; they are perfectly different. It is quite conceivable that a student might get a scholarship with us and not get an exhibition at the Royal University, and, *vice versa*, a student might get an exhibition at the Royal University and not succeed in obtaining a scholarship in any of the Queen's Colleges, either in the literary or the science side.

6113. At what time would he present himself for the exhibition examination at the Royal University?—The matriculation examination begins in October.

6114. He could present himself for an entrance scholarship here about the same time or shortly after?—Formerly it was the first week after our session opened, but, as I have already explained, in order not to subject students to a second matriculation examination, as happened one year, the Council postponed it for a week or so, that we might know the results of the Royal University examinations, so that students might not have to go for our matriculation examination.

6115. I gather from your evidence that it would require a very clever man to elect deliberately to sit on two stools and prepare himself for both at

* See Appendix III, B.—Documents, No. 40.

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GALWAY.
June 13, 1884.

Professor George Johnston Allman, LL.D., D.Sc., F.R.S.

the same time, to carry off an exhibition at the Royal University and a scholarship here?—A first class man could do it.

6116. In preparing for one examination and another which is very nearly at the same time, I suppose he would have to elect, unless he was quite a first class man, which he would go on for?—Unless he was a first class man he would have to elect.

6117. The mere fact of his taking one of them would not even indicate whether he was reasonably to be expected to take the other or not, unless in the case of a very high class man?—Yes.

6118. You mentioned yesterday incidentally with regard to men taking exhibitions this way in the Royal University, that there is nothing in the statute to prevent their coming here and obtaining the entrance scholarships here?—No.

6119. CHAIRMAN.—The same rule applies to all?—There is another matter that it is highly important to tell the Commission. I want to call attention to the statutes of the College. In chapter 19 of the statutes of the Queen's Colleges, under the head *Ad eundem Students*, if a student gets an exhibition in the Royal University he could, by our statutes, compete for the scholarship here, because the exhibition is like a prize; (this is not a new thing); but if a student of the Royal University gets a scholarship in the Royal University he could not hold it, by our statutes, here nor in any of the other Colleges.

6120. Professor JACK.—The scholarship is a continuing prize, and two cannot be held together?—Yes.

6121. Whereas the exhibition is a thing paid and done for, and does not at all interfere with the right to get another scholarship here?—No. What I wanted to call attention to is this, that the thing is reciprocal. A student who does not belong to this College at all, and never did, might get an exhibition in the Royal University, and belong to any part of Ireland, and might then come here under our statutes as an *ad eundem* student, and take a scholarship in this College.

6122. CHAIRMAN.—That is quite clear. Chapter 19 of the statutes says—

"It shall be competent for the Council to permit any student who shall have pursued part of his collegiate studies in any one of the colleges founded under the said Act of Parliament, or in any university capable of granting degrees in the several faculties of arts, law, and medicine, and any legal or medical student who shall have pursued part of his legal or medical studies under teachers recognised, or to be recognised, by the Senate of the Queen's University, on passing such examinations and fulfilling such other conditions as the Council shall prescribe, to take corresponding rank in this College, and also to compete for scholarships and other prizes of the corresponding year, provided he shall not hold at the same time a scholarship or other office of emolument in any other university, college, or medical school."

6123. Do you hold that an exhibition in the Royal University is not an office of emolument, but that a scholarship is?—Precisely so; and the Council has acted on that, and accepted the first university examination in the Royal University in place of the first year. That is what I wanted to bring out, that the possible number of candidates for our second year's scholarships in either science or literature is not merely that of our students in this College and those in Cork and Belfast, but any students whatsoever who have passed the first university examination in the Royal University might come here and compete.

6124. It was I who originally brought out this matter in Belfast. I wish it to be distinctly understood that I did not at all mean to impute that there was anything at all irregular or contrary to the Act of Parliament or the statutes of the Colleges that a student should get an exhibition in the Royal University and come down here and get a scholarship. I only wanted to establish the fact?—What I wanted to establish was another fact, that the thing was reciprocal.

6125. Professor JACK.—With regard to the third year, you mentioned that in this year you had no third year's students?—Yes. In 1880-81 I had thirty-three pass students of the first year, I had thirteen honour students of the first year, I had two pass students of the second year, and thirteen honour students of the second year, and for the third year one honour student. The year before, 1879-80, the numbers were—first year's pass, twenty-seven.

6126. I take it with regard to the third year?—For the third year I had two honour students in 1879-80, and two the previous year.

6127. And with regard to 1881-82, how many honour men do you find in the third year?—In 1881-82 I had two, and in 1882-83 I had three.

6128. I asked particularly about the third year, because, although the number may be small, these are men who go through the highest course of mathematical training?—In the third year the course is geometry of three dimensions, and a very good course, which includes surfaces of the second order, and curves of double curvature, and so on—and altogether it is a very heavy course—Boole's differential equations, and when I have time I give them the higher part of the theory of equations, Sturm's theorem, and matters of that sort.

6129. These are men who are specializing?—They are reading for the University, and preparing for the senior scholarship in mathematics.

6130. Would you be able to place the average man of the third year as he comes out of your hands in comparison with a man in any other university, with regard to mathematics. I am anxious to know for instance, with regard to that very difficult question which is addressed to us as to the standard of education in the Queen's Colleges. Are you able to afford the Commission any information?—I can give you some little help towards it in this way: that in this College we have been extremely successful, I think, very successful indeed, in competition in the Queen's University for the B.A. honours, for which this class was intended, and it was first founded in this College. I have looked into the matter, and I find that we got in the University eleven first class in mathematical science since 1854, since I came here, and seven second class.

6131. Did you count up how many first and second class were given in the whole University, and what proportion that eleven and seven were to the whole?—It is a very large proportion. Some six or seven years ago, I believe we had almost as many as they got in Belfast, not relatively to the numbers at all, but with a smaller number of students. Latterly they have not been so many.

6132. Would you be able to state the position in mathematics your average top man, when he leaves here, as compared with Trinity College, Dublin?—In Trinity College, Dublin, in my time, there was a four years course and it went higher. The class consisted merely of students reading for the moderatorship. It was more extended than ours. It included a more extended course of partial differential equations, and it also included the lunar and planetary theories. But I think our course is a very high one indeed, and as to the answering, I have found an old letter concerning Mr. Atkinson, who is a distinguished member of the bar, a student of this College, and a graduate of the Queen's University.

6133. CHAIRMAN.—What is the letter?—It is a letter informing me of what Dr. Boole said of him. [The *President*.—The words that Dr. Boole used to me. This letter was written in 1861. I wrote to Dr. Allman, as I knew he would be pleased.

6134. CHAIRMAN.—Are you able to say that those are the words?—*President*.—Yes. Dr. Boole is dead.

"I am sure you are glad to hear something of what is going on here. Boole, who was speaking with me, has recommended the first medal and prize to be awarded to Atkinson, and desired me to inform you that he never got such good answering at the University."

6135. That is Mr. John Atkinson, Q.C.?—*President*.—Yes.

6136. Professor JACK.—Your opinion is that the success of a mathematical scholar in this College is

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not properly gauged by the course of examination in the Royal University at the present moment?—No. There have been several matters which are, I am happy to say, disappearing already. I mentioned one about trigonometry. I will mention another. Formerly, in the Queen's University, there was no university examination at the end of the first year. The first university examination was held at the end of the second year. Now, naturally, an examination in mathematics at the end of the second year involved a good deal more than in the first year. In the Royal University certain subjects were left out; spherical trigonometry for example was left out, but it is required now. I used always to lecture on spherical trigonometry in the first year, and here was the difficulty—I had either to take up the time of the students with a subject that would not tell for that year, or throw over to the second year more than I could possibly do. I have been very much hampered in that way. That has been remedied, and one or two other matters have been remedied. The examination in the Royal University for pass in mathematics was only a period of three hours at the first examination. There are six hours for Greek or a modern language, and for English six hours, and for algebra, arithmetic, trigonometry, and geometry, only three hours—a paper of twelve questions. At that examination there was not sufficient opportunity of testing the knowledge of the pass men.

6137. But in your opinion the authorities of the Royal University are learning from more experience?—That has been changed. I represented these different matters. I am a member of the senate and of the standing committee of the Royal University, and they listen to anything I say. I am not making any insinuation, or causing a reflection on the Royal University, but explaining how it is. I expect in future matters will much improve.

6138. The authorities of the Royal University are very much alive to all the circumstances which their examiners bring before them?—Yes, they listen, and are most anxious to do everything that advances learning in the country. They have carried out my suggestion.

6139. If anybody discovers any fault they are most anxious to put the matter right as far as they can?—As far as I know they are. Anything represented to them they have paid the greatest attention to. I have no fault to find with them.

6140. You mentioned yesterday about students coming from Ulster. You mentioned about the division in the provinces?—Yes.

6141. The question is really rather this—could you at all indicate what counties geographically they generally happen to be in in Connaught?—The matter is very simple. If a student's family lives far from Galway, even ten miles, at Athenry for example. I have known students living there who could not attend lectures in college. We insist on residence. He cannot attend the lectures and live at home. It very little matters whether a man comes two or three times by rail for a very short or long distance, so that we naturally have them from all parts of Ireland by rail. If a student lives twenty miles from Belfast he would have to live in town, and that is an element to be considered in the matter.

6142. Do you have instances of students coming from Belfast and Cork to compete with Galway students?—They have sometimes come, at the second year.

6143. That is students for the second year's course?—Yes, both from Belfast and Cork.

6144. What is your opinion as to the position they take as compared with your own students?—Some students have got scholarships coming from Belfast. I have three men in my mind at present.

6145. CHAIRMAN.—Give the dates but not the names?—The dates I could not tell exactly. One was three or four years ago. I could find out the dates, if you like, by reference to the books. What I want to say is this, that a student coming from Belfast and competing for a science scholarship of the second year never got either first or second place, the highest obtained was third place.

6146. Professor JACK.—Are any of the candidates from Cork?—I put in that they may have come from Cork. I know they did on inquiry, but I am not quite sure we have any arts students from Cork, we have from Belfast.

6147. I suppose they may come for particular reasons connected with the eminence of a particular teacher?—I know, as a matter of history, that students flocked from all parts of Europe to hear Boerhaave at Leyden, and Linnæus at Upsala, but I never heard that these universities were condemned on that account.

6148. CHAIRMAN.—They generally come to attend the lectures and get the scholarships?—They must attend the lectures too.

6149. Professor JACK.—One or two of these men get the scholarships, and, therefore, attend the lectures?—For one year certainly, and perhaps for two years. So one of them attended my third year's class also.

6150. There is a question asked us about this subject, as to the possibility of a redistribution of the moderate sum of money which is devoted to the exhibitions and scholarships in this College. Have you any opinion as to the propriety of increasing the value of some of the scholarships?—I think it is highly desirable to increase the value of the first and second, and, perhaps, the third. We are in that fortunate position that we have not merely the power to do that, but, what is very important, we have the money, and I hope we may see our way to do it. It is a matter that I have brought myself before the Council. We have discussed the matter, but we have not seen our way to take any step in it.

6151. So that it is not necessary to carry out any improvement of that sort to get more money?—I am only speaking of the College at the present time, because we have some unexpended balances.

6152. CHAIRMAN.—You bring forward a pretty substantial balance every year?—Yes I may mention that not only are our students successful in the Queen's University but the highest answering in mathematics obtained, I believe, at Civil Service competitions for India, was obtained by a student of this College. He was the highest answerer in mathematics, and, as well as I remember, his marks were 1,130 out of 1,250.

6153. Professor JACK.—Do you remember the precise date of that?—I think it was in 1871. This was a celebrated student, because he was mentioned by Mr. Bernal Osborne in the House of Commons.

6154. CHAIRMAN.—He will appear on Dr. Moffett's list?—He was a student in one of those colleges which they wanted to refuse the credit to, and to attribute it to a grinder in England; but the grinder very candidly said "Let credit be given where credit is due—the greater part to the candidate, say 5 per cent. to me, and the rest to the Queen's College, Galway." That was in answer to a misstatement made by Mr. Bernal Osborne in the House of Commons.

6155. I dare say you may know the date when this particular student left Queen's College, Galway, by the date of his examination?—Yes, the date at which he got his First Honour in mathematics, and the date at which he got this honour in the Civil Service.

6156. This letter you refer to contains a statement by some man who has got credit for the grinding of the student?—It is a very short letter; if you allow it to be read, you may deal with it if you like.

The *President*.—He graduated in 1872, and that statement of Mr. Bernal Osborne was in 1873, on the occasion of a debate in Parliament.

6157. Rev. Dr. MOLLOY.—I wish to clear up a point in reference to a comparison you instituted between the course required for your entrance scholarships in science and the course required for honours in the Royal University. You said that experimental physics is not required from a student to

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GALWAY.
June 13, 1884.

Professor George Johnston Allman, LL.D., D.Sc., F.R.S.

get a scholarship in this College?—No. That is quite obvious.

6158. It counts towards an exhibition in the Royal University?—I mean to say this, that formerly our students on entrance here——

6159. You do not mean to say that experimental physics is required from a student at matriculation in the Royal University in order to get honours in mathematics?—No.

6160. Coming to the subjects which are required for honours—am I right in supposing that the subjects required by you for science scholarships at entrance are arithmetic, algebra, geometry, and plane trigonometry?—Yes.

6161. The subjects of arithmetic, algebra and geometry, are also required at the Royal University? Yes.

6162. As far as regards arithmetic, I suppose the two courses are substantially the same?—Yes.

6163. As far as regards algebra, they are substantially the same?—Precisely.

6164. As far as regards geometry, they are substantially the same?—As far as Euclid is concerned.

6165. Therefore, as far as regards three of the four subjects required they are substantially the same. The only difference is the amount of plane trigonometry required for your scholarships, and which up to the present has not been required by the Royal University?—Exactly.

6166. The amount of trigonometry you require comprises only the first elements?—It includes the solution of triangles. It is more than the amount of trigonometry now prescribed in the first University examination in the Royal University. It includes logarithms and the use of logarithmic tables which are not required at the Royal University.

6167. Have you been an examiner at the Intermediate examinations?—No, I never applied.

6168. Do you get many of your students from the junior grade of the Intermediate?—The Registrar will be able to tell you that.

6169. Do you know that plane trigonometry is a subject in which students are examined at the Intermediate?—You know that better than I do.

6170. On the whole do you approve of the course of the Royal University in mathematics?—On the whole; but I think it may be still toned up a little more.

6171. You had a large share in the drawing up of that programme?—The share I had in the matter was this—I was not originally a member of the Standing Committee. When the subjects came before the Senate of the Royal University I made some observations. I was then placed on the Standing Committee. I then at once tried to get some changes introduced, but it was stated, and properly stated:—"We must make a beginning; we can afterwards change; those are not final arrangements." If I recollect right, you were on the Committee, with me, and you were one of those that made the objection.

6172. It would not be desirable to go into details?—Oh, very well; I am only answering the question you asked.

6173. As the programme now exists you agree with it generally?—Yes; but I hope it may be toned up a little more.

6174. In drawing up the programme as it exists you consulted the Fellows of that department?—It was not a case of consultation, but we were appointed to meet together, and I acted along with the Fellows.

6175. With Dr. Casey, Mr. Malet, and Mr. Purser?—Yes.

6176. And you constituted the board that drew up the programme, and I may say a board singularly competent from theoretical and practical knowledge to draw it up. Of the four forming the committee, three of you were Fellows of the Royal Society, and all of you had been long engaged in teaching?—And we did it with the greatest care.

6177. With reference to the passage that has been read out from the statutes, I understand that a student who holds a scholarship at the Royal University cannot gain a scholarship here?—No.

6178. How many such scholarships are there in the Royal University?—There are not many.

6179. Am I right in saying that there are only six awarded each year?—Only six.

6180. They are quite exceptional prizes, and they are of very great value?—Yes.

6181. £50 a year for three years?—Yes.

6182. And they do not correspond in value or in the subjects of examination either with the exhibitions in the Royal University or the scholarships here?—Quite so.

6183. They are more like the sizarships in Trinity College. Did the question actually arise of students of this college being prevented from competing for the scholarships here on account of having gained scholarships at the Royal University?—Never.

6184. No student of your college has ever gained one of those scholarships?—No.

6185. They are of high standard and great value?—Yes.

6186. And do not admit of comparison with the exhibitions of the Royal University or the scholarships here?—You are pressing it too far. Take mathematics. It is a wider course than the scholarship of the first year, but it is not a wider course than our scholarships of the second year.

6187. I mean to refer to the corresponding stage?—They are not severer than our scholarship of the second year, but here these are scholarships of the first year.

6188. And no students are prevented from holding scholarships here after they have obtained an exhibition at the Royal University?—No.

6189. Professor JACK.—With regard to the letter you mentioned for our information, I can conceive its being valuable evidence, if it is capable of being put in. What do you know with regard to the letter?

6190. CHAIRMAN.—We are not bound by the strict rules of evidence?—[The *President*.—Here is the document itself.]

6191. Professor JACK.—It is a letter from Mr. Wrenn?—Yes.

6192. CHAIRMAN.—I do not see any objection to its being read.

6193. Professor JACK.—He is the most experienced trainer in England; he is *the* man in London?—The *President*.—We can prove it out of the public debates in Parliament—out of *Hansard*. I can produce a gentleman here who has got a copy of it. Mr. Harrison is here.

CHAIRMAN.—That would be much more satisfactory.

Rev. Dr. MOLLOY.—If you get the facts in this letter from Mr. Harrison himself it will be more satisfactory.

Witness—This applied also to a distinguished student who went to be examined for an engineering appointment. They were most distinguished also before the foundation of Cooper's Hill. For example—in one year three men out of this comparatively small College succeeded at this competitive examination.

6194. Dr. STONEY.—A man from the Queen's College, when he has reached the degree of M.A., has had the same time for study as the men in the University of Dublin when they reach the stage of B.A.?—Yes.

6195. You mentioned the fact that the moderatorship course in the University of Dublin embraces a more extended course of mathematics than the B.A. course?—Somewhat more extended; not much more.

6196. Does the M.A. course read by Queen's College students compare with it?—In the higher mathematics I think so.

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JOHN HENRY HARRISON, esq., M.A., examined.

Galway: June 11 1874. John Henry Harrison, esq., M.A.

6197. CHAIRMAN.—You were first Peel exhibitioner here in 1869–1870?—Yes.

6198. Also gold medalist here in 1870?—Yes, at the B.A. examination.

6199. Did you afterwards take out your M.A. degree?—Yes, in 1872.

6200. You went up for the Civil Service competition in 1871?—The first time in 1871.

6201. Did you go direct from the College?—No; I was at a grinder's for three months.

6202. At Mr. Wrenn's—Yes, a very well-known grinder.

6203. You gained second place at the East Indian Civil Service examination?—Yes, at the examination which I passed, not at the first one.

6204. Not in 1871, but afterwards?—After I got my B.A. degree in 1870 I came back here for a senior scholarship at Christmas, and after that, in January, I went to Mr. Wrenn's, and was with Mr. Wrenn for three months. I went up, and did not pass in 1871. I came back here, and read by myself, with assistance from some of the professors, and I went up again in 1872, and passed.

6205. Have you seen a letter which was written by a person calling himself the "head of the grinding establishment?"—Yes.

6206. Was that letter written by Mr. Wrenn; do you know?—It must have been written by him, because I was at no other grinding establishment, and it is dated at Bayswater, and his is the only grinding establishment there.

6207. You have seen the letter?—I have just glanced over it, but I have not read it for a long time.

6208. May I ask you what place you got at the competition?—Second; this was at the 1872 examination; I got forty-sixth place, I think, at the first in 1871.

6209. I do not know what year it is, but the letter is dated March 11th?—That would be March of 1872; that turned on some question in the House of Commons after the examination.

6210. After the examination of 1872?—It was in 1873 that must have been.

6211. Did Mr. Wrenn ever say to you anything as to the portion of credit that was due to him, and the portion that was due to the Queen's College?—No; I never saw him afterwards; I went to pay him a visit, and called on him, but nothing of that sort passed between us: I knew nothing about that at all. I saw the letter in the papers; that was a year after I left Wrenn's, I think more.

6212. Professor JACK.—We understand you saw the letter in 1873?—I think it must have been 1873.

6213. It must have been 1873, because this letter was afterwards!—It was written after I had passed in 1872, and the result of the examination in 1872 did not come out, I think, until the end of May.

6214. What was the date of the examination?—In April, and, I dare say, the result was not known until June. That must have been written a year afterwards, in 1873. I was plucked after studying at Wrenn's; I went up straight from Wrenn's, and was plucked.

6215. After that you went up to the next examination, after spending an interval of a year in studying here?—Yes; I was not attending lectures, but I was receiving assistance from Dr. Curtis and Dr. Allman. I was not attending any of the recognized courses.

6216. The statement in the letter is not quite true?—That quoted as Mr. Osborne's is not quite true; that stated as Mr. Wrenn's is.

6217. "He went up from Wrenn's and got forty-sixth, and then came back here and studied till 1872, and he went up in 1872 without any preparation from Wrenn, and got second place?"—Yes.

6218. The statement is not true as made by Mr. Osborne?—Mr. Wrenn and I are quite at one.

6219. "The gentleman studied at the grinding establishment at Bayswater before he went up for examination. The Queen's College, Galway, may fairly glory in her pupil, he secured more marks than ever were secured for the Indian Civil Service examination in mathematics, and he would, undoubtedly, had he gone to Cambridge, have become a very high wrangler of the first class." Was Mr. Wrenn a graduate of Cambridge?—I think he was.

6220. He was a fellow of Christ's?—He was a Cambridge man.

6221. So that he would naturally be aware of what he meant precisely by talking of a high wrangler of the first class in mathematical studies?—I suppose so.

6222. This letter, which is signed by the head of the grinding establishment, says—"'Let credit be given where credit is due,' the greater part to the candidate, say five per cent. to him, and the rest to Queen's College, Galway?"—Yes.

6223. Would that coincide with your own opinion?—I think so.

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* Professor EDWARD TOWNSEND, M.A., Professor of Engineering, Queen's College, Galway, examined.

Edward Townsend, esq., M.A.

6224. CHAIRMAN.—You are the Registrar of the College here?—Yes, and I am Professor of Engineering.

6225. I will take the engineering department first. I gather that the engineering department in this College is very small?—It is pretty much the same as in the other Colleges; perhaps a little smaller.

6226. The engineering class is always small?—It is necessarily small.

6227. There is not very much employment for engineers, and hence the number of persons coming to the profession is always limited?—It is limited in Ireland.

6228. How long have you been professor of engineering?—Twenty-four years.

6229. Have you found that the number of students in the engineer's class has always been small?—It averaged fifteen for some years together, and for the last eight years I would say about twelve. This year it is down.

6230. It is very small this year?—Only five students. We had six, but one left. We have five actually attending.

6231. Was the gentleman who left in the third year or in the first year?—He was a student who came here to compete for a scholarship, and he failed, and then went away.

6232. At present you have only two in the third year?—Two in the third year and three in the first.

6233. You have at present only two candidates for the degree of B.E. in the Royal University?—Only two.

6234. And three in the first year?—Yes.

6235. Are these attending the arts course, or are they attending the engineering course?—The two going in for the diploma in engineering are only attending in engineering.

6236. Are the three who matriculated taking the arts course?—There is one taking an arts course.

6237. As a general rule the engineering students do not take an arts course?—Sometimes they do. I very often get students who join the second year having taken a year previously in the arts and joined the engineering.

6238. Have you ever known a case in which they

* See Appendix III. B.—No. 41.

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GALWAY. June 13, 1884.

Edward Townsend, esq., M.A.

went through the entire course of arts?—There have been some cases, not many.

6239. Did they take a first year in arts, and after that go on to engineering?—Yes.

6240.* We were able to gather from the calendar in Cork and Belfast and also from the President's report some information, I would be very glad you would be able to give me it in the shape of a report. Turn to XI. (I.) of the return you made out for us; you say that XI. (I.) shows to us exactly the present position of the students distributed among the several faculties, how many in the first, second, third, and fourth, would you be able to make out a similar return for the years 1878–79, 1879–80, 1880–81, 1881–82, 1882–83?—Certainly.* We will make it out to-night.

6241. I will give you the requisition, and anytime at your convenience within the next few days will do?—Certainly.

6242.* Would you be able to distinguish in each year the number of the arts students who passed in the end of the year either a sessional or the supplemental examination?—Certainly. The return of the total number of students in each faculty during the five years ending 1883–84.

6243. Distinguishing in each year the students who passed the sessional or supplemental examination?—Yes.

6244. Am I right in saying that that return will show the number of students in the College who would be eligible for scholarships at the end of the first and at the end of the third year?—It will partly show the number.

6245. Would it show the total number?—Not for those who are competing for a scholarship of the second year, because any student of the Royal who has passed the first examination in the Royal in arts can compete for our scholarships in the second year.

6246. Would it not show the number of students in the College who are eligible to compete?—It might, but it would include others; there might be others in previous years who could go in.

6247. I think it right to state the object of getting the return, in order that you may append any observation which would qualify what would appear the result of the return?—Yes, some of the students might come from Belfast or Cork or Dublin.

6248. But what I want to get for the information of myself at all events, and I dare say for the information of the other members of the Commission is the number of students in this College who would be eligible?—Yes.

6249. You would say they might be supplemented by students coming from Cork, Belfast, or the Royal University?—Or students of previous years provided they had not completed the second year.

6250. The object I have in view at all events is to ascertain the number of students in this College eligible, and therefore it is only right you should have an opportunity of adding any note which you think would guard against misconception?—May I refer to the classes of the engineering students?

6251. If it will be included in the return which Dr. Moffett was good enough to give us, I do not think there will be any necessity?—I mean with regard to the Royal University.

6252. Oh, certainly we will be very glad to have it?—Very well.

6253. We have in this return, Thompson, a student in this year?—In 1882, at the first examinations under the Royal, seven of my students passed, four for the degree B.A., and three for the second professional examination, and one got an exhibition, £25, the only exhibition awarded.

6254. Have not we got all that this morning?—No. I think it is only with regard to students who obtained exhibitions.

6255. Yes; "The names of all students who have gained an exhibition in the Royal University, distinguishing those now reading in the College, and specifying in the class of each student how many exhibitions he gained, what each exhibition was worth, and at what examination it was awarded." Sydney L. Maxwell got an exhibition of £20 at the second university examination in arts in October, 1882, James Thompson got an exhibition, value £20, at the second university examination in arts in October, 1882?—Mr. Thompson for engineering?

6256. Yes, William J. Thompson also got an exhibition, value £25, at the university examination for the degree of B.E. in October, 1882?—Not 1883. You will find it is the degree examination for B.E.

6257. CHAIRMAN.—Have not you got it here?—Except that you have not the number of engineering students who got the degree of B.E. in the Royal University.

6258. Very well, if you think we have not got it we will be happy to take it. Write it out?—Four students obtained the degree of B.E., and three passed the second professional examination in engineering at the Royal University, 1882, and one student obtained an exhibition, which was the only one granted in that year.

6259. That is Mr. William J. Thompson, who got an exhibition of £25?—Yes. In 1883 six students presented themselves altogether; three for the degree of B.E., and three for the second professional examination. Five out of these six passed, and two of them got exhibitions, one being the highest exhibition given by the Royal University, £50, and the only exhibition of that magnitude.

6260. That is Mr. Henry A. Binns?—Yes.

6261. We have all these?—And one of my students obtained a county surveyorship by public examination for county Mayo last year, Mr. Lynam. There were three brothers; two of whom got Indian appointments from this College direct, under the Government by public competition. One of them came home rather sick, and went in for the county surveyorship, and got it. The third brother obtained an inspectorship under the Board of Works last year. The fourth is now studying with me in the College.

6262. Rev. Dr. MOLLOY.—I infer from what you have said that you regard the examinations of the Royal University as a good test of the proficiency of the students in engineering?—I do. I think it is very fair.

6263. With regard to the question I put yesterday to Dr. Moffett, he was good enough to refer me to you for information. The question I wish to ask is, what is the number of students now in the college who can become elegible to compete for the ten scholarships of the second year in arts in October next?—There are fourteen now in the College that can compete, but in addition to that number any student of the Royal University who has passed the first examination in arts can also compete, or any student of Belfast or Cork Queen's College who has completed the first year can also compete, or some of the other students who have not come up before may compete, but we have fourteen attending lectures. There are nineteen, and fourteen of these can compete.

6264. I understand you to say that the number fourteen is liable to be increased by students coming from other colleges or institutions?—Yes; quite so.

6265. That number is liable also to be diminished if any of the students fail to pass the necessary examination, or from ill-health or other cause did not come up?—Thirteen have actually passed, except one who is to go up in another subject in October, and one who can yet go in for the Royal University.

6266. But it may be diminished if any of these students give up a university career in the meantime?—I do not think that is probable except in the case of ill-health.

6267. What is the number of students now in the College who can become eligible to compete for the seven senior scholarships in arts in October next?—There are eight who actually can compete, that is the number

* See Appendix III. B.—No. 42.

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actually here; but, of course, students of former years may compete—eight does not necessarily give the number that will compete, because that may be increased by the members of former years that come up, or they may come from Cork or Belfast.

6268. It is liable to the same modifications as those already given?—It can be increased by students who held scholarships before and took them in other departments.

6269. Does it often happen that students take scholarships in different departments in successive years?—It is a rare occurrence.

6270. Therefore, that is unlikely?—It has occurred in some instances.

6271. This question concerning the number of students as compared with the number of scholarships has excited a good deal of interest. Would you look at page 1 of the Galway returns. Taking the first year in arts, I find there are two classes of students reading in the first year in arts. First, students who have matriculated in Queen's College, Galway. There are five of them?—Nine matriculated in Queen's College, Galway.

6272. I speak of students reading the first year in arts—this is one section of the students now reading the first year in arts, five in number; the second section consisting of students who matriculated in the Royal University, and that section contains thirteen students?—That is in arts.

6273. These two sections give all the students reading the course of the first year in arts, who are either matriculated in the Queen's College or in the Royal University?—Yes; thirteen are in the Royal.

6274. In the first section there are five. Amongst them there is one scholarship. In the next section there are twelve, of whom ten are scholars*—James Keers, Robert J. Campbell, Andrew R. Davidson, William Meeke, Nicholas J. M. Hession, Joseph J. Loftus, Charles W. Dugan, James M. Keegan, Moses H. Cowan, and Andrew C. Grogg—ten?—Yes, and there are scholars; these are reading for the first University examination.

6275. They are reading in the first year in arts?—Yes.

6276. Coming to the second year in arts, we have only one class of students; the number of students is twelve, and the number of scholars nine?—Yes.

6277. Michael J. Jordan, Alex. M'Afee, John Martin, William A. Clarke, Arthur J. Benson, John Humphreys, John David Card, Daniel M'Coy, M. C. Gannon. There are three who are not scholars reading in that course, and there are nine scholars?—Yes.

6278. Coming to the third year in arts, I find there are six students?—There are.

6279. And they are all scholars; George Gillespie, Robert H. Davidson, William Moody (he is an exhibitioner), Robert M'Elney, Henry Carroll, and John M'Elwee. That is five scholars and one exhibitioner?—Yes.

6280. Looking at what may be called the course of M.A., I find five names. They are all scholars?—Yes; these are the senior scholars.

6281. In fact in the third year's course there is only one who is not a scholar, and he is an exhibitioner, and in the M.A course there are five students and five scholars. There is one question I should like to ask with regard to the senior scholars. Two of the five returned have been exempted from attendance by the College Council?—Yes

6282. Am I to infer that it is a rule of the College that they should attend?—If required by the professor of the department in which they get the scholarship to assist in teaching, the Council require them to attend. If not they are generally occupied in studying subjects for their profession elsewhere, the Council not requiring them to attend. They must always apply to the Council for leave before they are exempted.

6283. They are exempted because the professor may not require them to assist in teaching?—They are.

6284. There were seven senior scholars appointed last year; what has become of the other two?—There is one more in law.

6285. We have got five accounted for; three in attendance, and two exempted from attendance, but in page 4 of the return I find seven were appointed?—Seven in arts and one in law.

6286. Mr. *Loftus.*—Seven in arts and one in medicine.

6287. Dr. *Townsend.*—That was a special one this year. I make the thing complete. Rev. Dr. MOLLOY.—I find that seven senior scholars, as I understand, in arts, were appointed last October?—Yes.

6288. And five are accounted for here, three are in attendance, two are exempted from attendance, and of two we do not get any account. What has become of these two?—They must have been exempted also. There were only three required by the Council, and the others were exempted.

6289. Look to the foot of page 1. As you are the Registrar of the College you will be able to give us a little information about that return. What is meant by second year, third year, and fourth year, in reference to the medical students?—It is with regard to subjects that the medical course is divided into two parts.

6290. In your College or in the Royal University?—In our College it is divided into two parts, and it is optional to the general body of the students to take out these subjects in whatever order they wish. At the same time there are certain courses prescribed by the professors that they must take; the first year, second year, third year, and fourth year, and the subjects prescribed for the scholars are what we consider represent the different years.

6291. I take the list of students for the third year. Does that mean that they have read medicine for two years, and are now reading the third year of their course?—Yes.

6292. And those put down as in their fourth year have been reading three years, and are now in the fourth year of their course?—Yes.

6293. Then this return does not tell us whether they have passed any examination with a view to their degree or licence?—Except with regard to the colleges.

6294. Then, in fact, it does not give us any information as to the progress they have made in their medical studies, but only as to the number of years they have been pursuing their medical studies?—That is correct.

6295. That information is not all we thought we could have got. Possibly we are very exacting, but can the authorities of the College, or the medical school give us any information as to the progress these students have made in their medical studies?—I think you asked Dr. Pye that question. We have a list of the medical students here, and what different years they are attending. I can also give you some of the examinations they have passed.

6296. Can you give us in the table a list of the students who have passed examinations subsequent to their matriculation?—Yes.

6297. I do not think it is a thing we could go into now, but perhaps before to-morrow you could do for us what they have done in Belfast; they have traced up as far as they could the students, and given us the examinations they have passed, and put down separately a certain number they could not account for?—I have it here already. I will hand in to-morrow as far as we know. We have the different years here, and, as far as we know, the examinations which the students of these several years have passed.

6298. Professor JACK.—In the Royal University?—Yes.

* The return on which this question was based was subsequently corrected, the name of Edwin Hagan, exhibitioner, being added to the list of 12. The list therefore, as amended, stands thus:—13 students, of whom 10 were scholars, and 1 an exhibitioner.—G. M.

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GALWAY.
June 13, 1884
Edward Sweetman, esq., M.A.

6299. Not beyond that?—No.

6300. Rev. Dr. MOLLOY.—Have you any information as to the examinations they may have passed of licensing bodies?—No; of course we can ascertain that by writing to the secretaries of the different boards, but they did not furnish us with the information.

6301. It would be unreasonable to ask you for that?—I have it as far as the Royal University is concerned.

6302. Professor JACK.—With regard to the number of students who matriculated in the Queen's University, of those who matriculated in the Queen's University, there are twenty-four, four of the first year, three of the second year, nine of the third year, and eight of the fourth year. I make out by comparing the Royal University returns that nine of these students have passed some medical examination in the Royal University, and as to fifteen we have no information as to what course they are taking. I should like to ask this:—Is it your experience that medical students prosecute studies here except with the view of obtaining a licence for their profession?—It is merely with the object of getting into practice as soon as possible; men cannot afford to wait

6303. With regard to the fifteen, therefore, who do not appear on the Royal University return, may we take it as a reasonable inference, though you are not able to give us the return referred to, that they are prosecuting a course of medical study?—I am sure they are in Edinburgh; the great majority have intimated that they are going to Edinburgh.

6304. Is there any particular reason—are you able to conjecture why they prefer to go to a licensing board, like Edinburgh, instead of the Royal University?—The arts course in the Royal is far more severe than that in the other licensing bodies. The medical students have to pass the first university examination in arts. It is a great hardship, it entails another year's classical education.

6305. Turn to the returns at page 6, at the top of the page there is a statement with regard to those gentlemen who have taken the second university examination in medicine in 1882?—Those who passed the second university examination in 1882 numbered twenty-seven.

6306. There are six who took the upper pass division, and twenty-one who took the pass division?—Yes.

6307. I gather from this that only one of the first division is taking his studies in this College; at least I do not find the others in the names of the medical students of this College?—No; two of them are here, and some have gone elsewhere.

6308. I make out only one that is here?—There are two here, the other students have gone elsewhere.

6309. With regard to the first university examination in medicine, there are twenty-seven altogether?—Twenty-seven for the first university examination in medicine, the same number as in the other.

6310. And I make out that three of them are here?—Yes, I think that is right.

6311. With regard to the next, page 7, the second university examination in medicine, thirteen passed in 1883?—Yes, that is correct.

6312. Of these I make out that one remains a student of the College?—Yes, John F. Egleton.

6313. With regard to the first university examination in 1883, eleven passed at that examination?—Yes.

6314. And I make out that six remain?—Yes.

6315. I do not know whether my inference is right. I gather from these figures that either the students of themselves, of their own free will or at the advice of the College authorities, go in the latter years of their medical course elsewhere?—I think they generally take four years here. They may go to take a course in midwifery.

6316. You are unable to give me any more information with regard to these particular men. I point out the facts because I want to know the practice of the medical school here, and whether it is the habit of the authorities of the College or the medical professors of the College to advise the students to go in the latter years of their course elsewhere, or whether the students go themselves?—Some go. I am not aware it is the habit to recommend them to go elsewhere, except for the special subject I have mentioned—that is, midwifery. I think they have pretty fair hospital practice here in all departments except it. There is no lying in hospital.

6317. You mention that you have been twenty-four years professor?—Yes, twenty-four years professor.

6318. I do not know whether you have had experience of other engineering schools?—I am an M.A. of Trinity College, Dublin. I went through the engineering school there, and got my diploma.

6319. Would you be able to institute any comparison with regard to the position which the engineering students take at the end of their course here and the position which the engineering students take at the end of their course elsewhere?—I think ours is just as high as any I am aware of.

6320. Comparing it with the one that you are personally acquainted with—namely, Trinity College, Dublin—what do you say?—I think it is fully as high. In one department, the department of architecture, we have more practical working than in Trinity College.

6321. We might take it that, regarding any such comparison among the three Queen's Colleges, the results, as given in the Queen's University calendar, are an approximate indication of the quality of the education there?—Yes, pretty much the same. Perhaps they go in more for architecture here than in the other Colleges. With regard to engineering, we are about the same, and fully equal to Trinity College.

6322. Look at page 1. I gather there are twelve students in the list of students in arts, twelve students in I. (1), two in I. (2), six in I. (3), and five in I. (4). That would make altogether thirty-five students. In addition, there are five more students, matriculated students of Queen's College, Galway, alone. That would make forty students in arts?—We have forty-seven.

6323. I want to ask with regard to a slight discrepancy. Do I make out that in addition to that there are four students whose cases do not come under any of the above categories; that makes forty-four, and the return on page 1 gives forty-seven. Please explain?—In the entrance examination in 1883–1884 there were eighteen students from the Royal University, four non-matriculated, and nine who matriculated in Galway. In addition to that there was one who came from Cork; that made up thirty-two at the entrance.

6324. I dare say you can easily explain it. I know that with regard to returns in which we have so much detail there might easily be a slight discrepancy. But you can easily explain it afterwards?—We have twenty in the first year, eleven in the second, nine in the third, and seven in the fourth. There were nineteen *bona fide* and one occasional student in the first year.

6325. There were twelve in the first year who matriculated as students of the Royal, and five of Queen's College, Galway?—We have thirty-two as detailed in question 6387.

6326. I dare say the explanation might possibly be given that none of these categories bring in the students who matriculated in Queen's College, Cork, or Belfast, who might be taken *ad eundem*?—There is one from Cork.

6327. None from Belfast?—No; not in 1883–84.

6328. CHAIRMAN.—How do you make out the fourth year?—In arts there are twenty in the first year.

6329. Rev. Dr. MOLLOY.—How do you make out the twenty?—There are nineteen students—*bona fide* students—and one occasional student.

6330. Let me have them in categories. I find twelve under I. (1); five under I. (5);—that is seventeen—where are the others?—

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Edward Townsend, esq. M.A.

6331. CHAIRMAN.—They are supplemented by some four students whose case does not come under any of the above categories?—Yes; one came from Cork.

6332. Give us the names of the four whose names do not rank under these?—There are four unmatriculated students, and there is one who came from Cork.

6333. Professor JACK.—With the four students I should only make up forty-four, and I want forty-seven?—There are twenty in the first year, eleven in the second, nine in the third, and seven in the fourth

6334. Would not the one from Cork be a matriculated student of the Royal University?—Not necessarily; he might have matriculated in Cork.

6335. Would he be entitled to matriculate here?—He would.

6336. CHAIRMAN.—He ought to have appeared amongst the first year's students of arts—matriculated students of Queen's College—and he ought to have appeared as a matriculated student of Cork?—Yes.

6337. Rev. Dr. MOLLOY.—If admitted here on matriculation in Cork does he become a matriculated student of Galway?—Yes, but he has not matriculated in Galway.

6338. But he is not included?—No.

6339. That makes eighteen?—And there is one who does not attend regularly.

6340. CHAIRMAN.—He is unmatriculated?—I think not.

6341. Rev. Dr. MOLLOY.—You have given most admirable evidence?—Thank you.

6342. CHAIRMAN.—I would suggest the name of the gentleman who matriculated in Cork to be added in?—Yes.

6343. Rev. Dr. MOLLOY.—He is technically a matriculated student of Queen's College, Galway, in virtue of having matriculated in Cork?—Yes; but he did not pass the examination here.

6344. Dr. MARSTON.—I suppose the medical students very frequently cannot afford the loss of time and expense entailed by the courses of the Royal University?—I don't think they could afford the additional year required by the arts.

6345. Do you think the fees charged the students in the medical faculty in this College suitable I mean are they adapted to the class of students who come here?—They are very small; £12 a year; I have a table of them.

6346. CHAIRMAN.—Kindly hand it in. (*Hands in document.*) £12, and it diminishes; £12 for the first; £12 for the second, £10 for the third; and £4 for the fourth. Total £38.

6347. Dr. MARSTON.—Do you think the scholarships and exhibitions are fairly distributed among the several faculties looking to the number in medicine in this College?—I think they are, the number in medicine is not in proportion to the number of students; still the medical students at the end of their College curriculum generally obtain some employment, while the arts men have to hang on for some time before they can get into practice and earn money. A medical man earns money at once. There are a great many dispensaries and appointments all over the country, and there is an enormous demand for them.

6348. CHAIRMAN.—Have you ever prepared any statistics of the number of applicants for dispensaries that become vacant all over Ireland?—I think there are a good many.

6349. Can you give us a calendar of the College prior to 1874?—We can give you a prospectus.

6350. The reason I ask you is that the Report of the Medical Council, about which Dr. Moffett can give us information, mentioned certain matters in connexion with the matriculation examination, and we find in Cork the examination was altered subsequent to that report?—Yes.

6351. Was the matriculation examination here ever altered after 1874?—I don't think the change was made in the matriculation, except making French optional with Greek.

6352. They set out the matriculation examination in the Galway College, and that is different from the present programme. I would rather you would tell me whether you could give me a matriculation programme prior to 1874?—The only alteration I can speak of was making Greek an optional subject. There was a good deal more, for instance, in algebra; the solution of simple equations was added, and a book of Euclid was added.

6353 Dr. *Allman.*—It was not changed here in mathematics.

6354. CHAIRMAN.—When was the calendar first published?

Dr. *Townsend.*—We had no calendar. We had a prospectus

6355. Can you give us one for 1878–1879?—Yes.

6356. Can you make us out one for 1857–1858, and then we would say 1872–1873, and 1878–1879?—Yes.

6357. Dr. Allman was good enough to give us the marks in mathematics; are you able to show us some of the marks in arts?—Yes; I have got them all here. I have made out a table of the marks in arts scholarships for the last five years, giving the maximum, minimum, and average marks in literary scholarships.

6358.* Rev. Dr. MOLLOY.—That is such a return as Dr. Allman gave us this morning for science?—Yes; here it is. (*Hands in document.*) I have made out a return in a very short form. As one of the subjects of the inquiry—as to what extent the students in this College have availed themselves of the advantages of the Royal University. In a very short form I have made out that. In 1882, 114 of our students obtained degrees, or passed examinations in the Royal University—thirty in arts; one in law; seven in engineering; and seventy-six in medicine. Of these, twelve obtained honours, and three exhibitions. In 1883 eighty of our students passed examinations in the Royal University, independent of matriculation—thirty-one in arts; one in law, five in engineering, and forty-three in medicine. Of these, thirty-three obtained honours, and four obtained exhibitions.

6359. Professor JACK.—I gather from what you say you do not consider yourself responsible for matriculations for the Royal?—No, I do not know anything about it. We do not prepare students for the matriculation examination of the Royal University.

Professor Richard J. ANDERSON, M.A., M.D., M.R.C.S. ENG. Professor of Natural History, Mineralogy, and Geology, Queen's College, Galway, examined.

Richard J. Anderson, esq., M.A., M.D., M.R.C.S. ENG.

6360. Dr. MARSTON.—I see you are M.A. and M.D. of the Queen's University?—Yes.

6361. You lecture here on what subjects?—Biology, geology, and mineralogy.

6362. How long have you been a professor here?—Since the middle of last November.

6363. How many students are now attending your classes?—Twelve.

6364. Has there been any diminution of late?—I think the number is the same as last year.

6365. And before that?—There was, I understand, a much larger attendance. The classes were much more numerous.

6366. To what faculty did your students usually belong?—The medical faculty, usually.

6367. Have you everything necessary for teaching your subjects?—I suppose you depend on the objective method of teaching?—Almost altogether.

6368 For instance in biology, do you teach by lectures solely or by demonstrations and dissections?—

* See Appendix III. B.—No. 43.

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GALWAY. June 13, 1884.

Richard J. Anderson, esq., M.A., M.D., M.R.C.S. ENG.

Partly by lectures, and particularly by demonstrations and dissections of animals and plants, illustrative of various systems.

6369. And have you everything necessary for your purpose?—Almost everything necessary. We have a most complete set of skeletons, and the Council is good enough to procure animals for dissection and demonstration.

6370. Have you had any experience of other Universities and classes?—I know a good deal about Belfast. I was eight years a demonstrator of anatomy there, and I was also in the College of France, working in the laboratory of Prof. Marey, and attending to the demonstrations of Prof. Brown-Sequard and M. Francois-Franc. In Leipsic I worked with Prof. Ludwig. In Heidelberg with Prof. Kühne; and with Prof Kronecker. I may observe that I am a conductor of the International Journal of Anatomy and Histology, published at Berlin.

6371. Then you can express an opinion as to the standard of teaching here?—Yes, previous to coming here there was naturally a rivalry between the schools, which leads one to take too low an opinion of schools outside; but I knew very well, from conversation with students who came from Queen's College, Galway, of the high character of the professors apart from their works. In reference to the training, I can speak from personal knowledge of the students who came from the Galway College, and the very high training they received here. My personal knowledge of the lectures necessarily is nil, but from examining the students frequently in my anatomy class in Belfast, and from conversations, I came to the conclusion that the teaching was very high indeed, and also I met men in the north of Ireland who choose to send their sons here for education instead of Belfast or Dublin, and naturally I was somewhat jealous that they should leave the local college and go to Galway. I asked them the reason why—of course I only repeat their statement—and they stated there was more attention paid here. I merely make this statement as it might be understood, from some remarks made when the Commission was sitting at Belfast, that the students came here solely to obtain scholarships. I do not know whether that influenced them to some extent or not. I am not prepared to say, but at least the cases I have mentioned referred solely to people who came here and did not get scholarships.

6372. Did you think the smaller numbers in the classes here secured more care and attention?—Undoubtedly.

6373. What do you think of the standard of the teaching here as compared with other places?—Of course the subjects are less split up. In London where I attended, for instance, at St. Bartholomew's, and in Paris, the subjects are a great deal more divided, and naturally a man has more time to direct to a particular subject. In Germany, where they have almost as many professors in a large university as students each professor can direct more particular attention to a special subject: but taking everything into account I think the education here as good as elsewhere.

6374. Have you any knowledge of the extent to which students avail themselves of the Royal University?—I have not had in this College; but in Belfast College I found that the men availed themselves more of the College of Surgeons in England, the English Universities, and the Scotch College of Surgeons than formerly, and for this reason, that students who come to the Queen's College generally, cannot afford an additional year for medicine. It is a serious thing to fathers and mothers to allow their sons to spend five years of their life in College. It is not only payment of money, but the loss of five years of their son's life. He would otherwise be perhaps working at home. I speak of course of the mere pecuniary loss to the parents. It very often occurs in the country that a young man goes to the college, and every year occasions additional expenditure of money and time; therefore, an additional year spent in arts, will, of course, although beneficial to the student himself, be a loss to his parents, and a questionable gain to the community. In my opinion, the proper function of a medical man is to cure people, and I do not think it would be any additional advantage to him to have a knowledge of German, Greek, or Latin, or something else, if he did not know how to set a leg.

6375. Rev. Dr. MOLLOY.—But if he knew both?—If he knew both it would be better for himself.

6376. Dr. MARSTON.—Surely the better preliminary education he has, and the better he is educated generally, the better for himself?—Perhaps it is; I think it is, certainly.

6377. Do you mean to say that the expenditure of time and money in the formation of this higher education, does not pay a man who has to practise in a sparse population such as you have about Ireland?—Precisely.

6378. Is that what you mean?—Precisely.

6379. And that it is not adjusted to the requirements of the population?—No.

6380. Nor to the situation in life from which a great many of the medical students are drawn?—Precisely.

6381. Have you anything to say about the fees charged to the students of the College?—I think the fees are extremely moderate.

6382. Do you attach great importance to an oral examination; is it likely to be more searching than the written?—Decidedly.

6383. You have experience of that, and you know it?—I know that as a matter of fact.

6384. As you are a doctor of medicine, I would ask your opinion as to the necessity of students of medicine having ample opportunities of medical practice and clinical instruction, for instance, take the man who has to set a leg?—Practice before everything.

6385. But I want your answer a little in detail?—I am of opinion with reference to students attending hospitals, that the size of the hospital is not so important as really the attention to what he has—good attention to the patients that come under his charge. I am forcibly reminded of the remark of a distinguished Dublin physician, Sir Dominic Corrigan, that he learned almost all he knew with reference to special heart diseases from six beds in the Jervis street hospital; and I know that a student has a fair assortment of cases in a town like Galway, where the patients who go to hospital have the common diseases a man meets in the practice of his profession. As regards serious operations I cannot over-estimate the desirability of a man knowing how to perform them, but in very few cases do men in the country venture on a difficult operation; they generally send for an experienced surgeon.

6386. But with regard to the treatment of everything connected with ordinary accidents, fractures, and injuries of that kind, surely a man should be expected to understand the application of splints and bandages, and can he learn that so well anywhere as in the wards of an hospital?—No place so well, and no place else.

6387. As Carlyle said, nature looked very differently to Newton and Newton's dog, so the six cases of heart disease would look very differently to Sir Dominic Corrigan and a careless student; and there comes in the necessity for good clinical teaching; the ordinary student would not be like Sir Dominic Corrigan teaching himself. Take the ordinary run of students?—It is of the greatest possible advantage to a man.

6388. He must have a good collection of cases, because it would not do to send a man into a place where he saw all chronic cases, or all old people?—Not solely. But I think that a knowledge of even those cases would be attended with great benefit. It should not be confined wholly to these cases; the cases should be carefully selected. That meant limited experience. After all, I should be disposed to be quicker with him.

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6389. You think, in other words, that you have a very good theoretical course at the college, but if the medical student has not gone through the clinical part of his work, it is of questionable advantage to him. The theoretical teaching by itself is not of much avail to a medical man who has to put up a broken leg or treat a pneumonia?—I think practical teaching is of the greatest possible importance to a man who intends to make use of the knowledge so gained.

6390. Can you have a summer course in the Queen's College without much inconvenience to the teaching staff?—I think on the whole it does not strike me. It appears that there are no special subjects set apart for a summer course.

6391. For instance, where the curriculum is a heavy one, it would be of some advantage to split it up, and have such things as those you teach, and botany, in the summer, at the same time that hospital practice was taken. But would it be practicable to do that?—It does not seem to me impracticable here, but perhaps I look at it from a different point of view. I do not see any reason it would not be. I would be disposed to think it would be much better for the school that botany be taught in an extended course here. Some students attend the biological course until June. Other things might be better taken in the summer time than in the winter time. I understant that, from a conversation with some of my colleagues with reference to the hospital here, and I think it right for you to know that the hospital is in transition form. There is an attempt being made to improve it, and bring it up to the proper requirements, and of course there is great difficulty in the way, as no person knows better than you. The county infirmary is officered by several medical men, and I have no doubt that Galway, with the suggested improvements, can undertake the whole course of medical education, complete and perfect, from beginning to end, without any difficulty whatever. I do not say, of course, that students may not reap some benefit by going to other schools, but I say that a man should stick to his college to the end of his course, and then go elsewhere if he can afford it.

6392. Have you any opinion to offer with regard to the expediency of a man studying French and German in the medical faculty as compared with his giving the same time in studying Greek—a certain knowledge of Greek and Latin would be necessary—but what about studying modern languages as compared with Greek?—I am strongly in favour of a man knowing a modern language in preference to the ancient.

6393. Why is that?—He has an opportunity of reading books, or he might find a man who does not speak English, and he may question him if he speaks any language he knows, or he might have to treat a man who does not speak English.

6394. If an army surgeon?—Yes.

6395. And if he desires to become a lecturer connected with a college or university hereafter, or if he wishes to become a known as compared with an unknown man, he cannot do so without a knowledge of French and German?—Certainly not.

6396. Dr. STONEY.—I would like to ask about this much criticized year in arts being added to the medical course. The expense adds on one-fifth, or twenty-five per cent. of four years?—Yes.

6397. Besides, that is not the whole loss incurred—it prevents a man being able to earn if he could, so that the loss is a very serious one?—Yes.

6398. CHAIRMAN.—A medical man does not earn very much the first year, unless he is unlike every other professional man?—Sometimes.

6399. Dr. STONEY.—As a rule few of these candidates can afford the fifth year. Whether would you consider that a medical education was more raised by prefixing this year in arts or by affixing a year's study in hospitals such as those of London, Paris, or Vienna, after the candidate had graduated and cleared off all the pressure of his examinations?—I think it would be ever so much better he should spend a year in hospitals. I hold the duty of a doctor is to cure those that are sick, and to acquire knowledge in the best possible way to enable him to do so, he will thus place himself in the best position to do justice to himself and his patients.

6400. Then the way you would strive to improve medical education in the case of those who can afford to spend five years would be by advising them to spend a year in further study after graduating?—Precisely.

6401. Professor JACK.—You are conversant with the newest biological methods in France and Germany?—Yes.

6402. And the newest appliances?—Yes.

6403. Are the students here supplied with the newest appliances and taught in the newest methods?—Quite so.

6404. We may take it from you, comparing it in that way?—Yes.

6405. Things are not locked up, and the students can see them?—Any student, by asking for the key of the case can get out any skeleton, or pursue any system of work any time at all.

6406. They are an intelligent class of men?—We have some very hard workers. But at the same time during the winter course of the first year, men must devote a certain time to study in the anatomical rooms, and I for one, think that every hour a student spends in the dissecting room is well spent. It helps him materially in the dissection of animals. I should not advise him to neglect his dissections, as helping him out in so important a subject as biological study. Everything should be made subsidiary, viz., to help him to cure people, and to gain a livelihood. It is quite as important that he should live himself as help to make others live.

6407. Dr. MARSTON.—The spirit of your teaching is to develop a man's powers of observing as opposed to mere seeing?—Precisely.

6408. CHAIRMAN.—Then the instruments are not locked up here in a glass case, and in a room which is also locked?—No. We try to let the students see them, and examine them in their hands, and use the microscope.

Professor JOSEPH LARMOR, M.A., D.SC., Professor of Natural Philosophy, Queen's College, Galway, examined.

6409. Professor JACK.—You are a graduate of the Queen's University?—I am.

6410. And also a graduate of Cambridge?—I am.

6411. You were senior wrangler in Cambridge, of what year?—1860.

6412. When did you become professor in this College?—In 1880.

6413. You had experience previously as a student?—I was a student in Queen's College, Belfast, from 1871 to 1876.

6414. You went straight from Belfast to Cambridge?—Yes.

6415. Then you are familiar with the methods of mathematical instruction in Belfast, and the methods of mathematical instruction in Cambridge?—Yes.

6416. You are Professor of Natural Philosophy?—I am.

6417. What is the number of your students at present?—In the first year's class, in experimental physics I have roughly speaking, about twenty-five.

6418. Would those be pass men or honour men?—Both together. It is a preliminary course in the first year, and their mathematical knowledge is not sufficiently deep to allow me to differentiate them much.

6419. You would have no other class in the first

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GALWAY.
June 14, 1884.

Joseph Larmor, esq., M.A., D.Sc.

year?—No other class, except engineering students, who attend mathematical physics.

6420. In the first year engineering students would attend mathematical physics, and that would be found in the course in the second year in arts?—As much as possible, because they are not sufficiently prepared to go fully into it.

6421. There would be twenty-five men in experimental physics, and in addition there might be two or three men belonging to the engineering course who would be taking mathematical physics?—In addition to the experimental class.

6422. In the second year what be the class?—In the second year I have an advanced class in experimental physics and a course in mathematical physics

6423. Would all those men be of the character of honour men?—At present they are all men of the character of honour men. Before the dissolution of the Queen's University there was a pass class in the second year. The Royal University is about the only one for which the men go up, and that University allows them in the second year to divide themselves into literary men and scientific men. It is possible to make an exclusive division, so that the literary men should take literary subjects.

6424. In the main the effect of that change is to abolish your pass class?—Yes.

6425. In the third year what class have you?—It is very unusual for a third year pass class to exist in a University. The number of students in any University following up the subject in the third year would not be at all commensurate with the number in the first and second. For instance—in the University of London in the third year the number who obtain honours is the largest fraction of the number who obtained honours at the earlier examinations.

6426. Could you mention the number in the advanced class in experimental physics in the second year?—Three began to attend. One dropped out afterwards, and one of the other two I consider to be particularly good.

6427. How many have you in the class of mathematical physics?—There were the same three men in mathematical physics. There was not such a great difference between them, but I consider they were all very distinctly honour men, who would be honour men anywhere else.

6428. How many have you in your third year honour class?—This year I have got no honour class in mathematical physics. In the third year in experimental physics I have an honour class consisting of two men.

6429. You became professor in 1880?—Yes.

6430. That would be before the period referred to as the disturbance?—The disturbance was then beginning.

6431. That is, the Bill creating the Royal University had been passed in 1879?—Yes.

6432. But the number of students attending the classes at the Queen's Colleges had, as I gather from the tables, rather increased than diminished in consequence of the imminence of the disturbance?—I believe so.

6433. What would be the number of your students in the year immediately preceding the disturbance?—The great difference that accrued to my fees was on account of the diminution of first year's medical students. The diminution in the arts class has been as much as one-third: I do not think it was more.

6434. But the first year's medical students went almost altogether?—There was formerly a large first year's medical class in experimental physics. Experimental physics was required by the Queen's University, both in examination and as regards certificated instruction. Those students went altogether, with few exceptions.

6435. Then I understand that though the Royal University has put on the additional year in arts that we have heard so much of, the Royal University has also taken off the class in experimental physics, which was previously required of medical students?—Distinctly the majority of students get prepared in Dublin by grinders, who manipulate the examination papers.

6436. CHAIRMAN.—I must object to an observation like that?—I mean who conduct their instruction with reference to the examination papers.

6437. Rev. Dr. MOLLOY.—I think he means that they read up the old examination papers?—I do not in the least mean to say that it was anything but the published papers.

6438. Professor JACK.—But the conditions under which men present themselves at the Royal University are such that candidates for a pass can easily pass without a practical knowledge of instruments, or without attending regular courses of experimental physics?—I believe it has not been found possible to have a practical examination, and there has been none hitherto.

6439. What would be, for example, the number in the first year's class in experimental physics in the year you came here?—There were, at least, fifty men, and probably sixty; the figures would be available from the Registrar.

6440. At the present moment the number is about one-half of what it was in the first year?—Yes, but as regards medicine, it has gone down almost to nothing. At present I have got first year's arts men in the class. Before the disturbance the first year's arts men did not attend, so that the greater portion of the class is at present accounted for by the presence of those men.

6441. Have the first year's arts men begun to attend that class, consequent on the regulations of the Royal University?—Yes, experimental physics is now required for the first examination in arts.

6442. Is that required in connexion with a practical examination in experimental physics?—There has been none held.

6443. Is the examination that the arts students take exactly the same that the medical students take?—I believe the papers are different, but I do not know that there is any great difference in the subject.

6444. Rev. Dr. MOLLOY.—No difference under the Royal University; the papers are different for certain of the Queen's University men?—Under the Royal University experimental physics comes under the first year in arts that all medical students have to take. I was speaking of the present regulation which allows medical students to take experimental physics in the Royal University separately for a limited number of years.

6445. Professor JACK.—The effect, such as you describe it, under the regulations of the Royal University, with regard to first year's medical students, may ultimately follow with respect to first year's arts students?—Yes; the arts students who attend the College here take out my classes as part of the classes that entitle them to count their College standing. Medical students do not require to do that, and take out professional classes.

6446. With regard to the second and third year's classes, which are largely the honour classes, was there a similar diminution in the numbers since 1880-81—you mentioned that your class of the second year at this present moment includes two or three in advanced experimental physics, and three in mathematical physics?—Yes.

6447. Can you recollect, roughly, the number in the second year in the session 1880-81?—In that session I had two classes in mathematical physics in the second year, honours and pass. The pass class was attended by men chiefly on the classical side, the honour class was attended chiefly by the men on the scientific side, at least five; there may have been six or seven honour men.

6448. How many of the pass men?—About the same number; in fact, the class was compulsory for all in the second year.

6449. What do you say with regard to the third year?—With regard to the third year, there has never been anything but an honour class. The numbers in

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that class have been small; they have consisted simply of the men who wanted to specialize very deeply in natural philosophy, and the class would be necessarily limited.

6450. What has been your highest number of students in the third year?—I cannot remember; I have had two very frequently. I think the first year I was here there were probably four; there were certainly three.

6451. And two in the main?—Two in the main; in some years I have had, of course, the two classes—an honour class in mathematical physics and one in experimental physics in the third year, and there may have been two in each.

6452. We are anxious to ascertain, as nearly as possible, the state in which students enter your class with regard to preparation in physics?—Some of them are supposed to know some physics. A number of men come with matriculation credentials from the Royal University, in which experimental physics, a very elementary portion of it, is included. I do not find that their knowledge is of a sufficiently stable character to allow me to assume that it is known, so I begin right at the beginning, and those men have to go in for a repetition of what they have done already—elementary mechanics, hydrostatics, and pneumatics.

6453. The matriculation examination here does not contain any experimental physics at all?—It does not.

6454. And the men here and the men in the Royal University are practically in the same position with regard to your teaching?—I find I am not justified in making any distinction. The students who matriculated in the Royal University were able to answer questions in a certain way, but their knowledge was unsubstantial in the majority of instances. Of course, there are exceptions to that, but I mean to say, in the majority of cases, I would not be justified in assuming they had sufficient knowledge to follow the other part.

6455. With regard to your second and third year's men you can give them a good deal of what you may call individual teaching?—A great deal of the teaching is very much of a tutorial character.

6456. So that each man's turn of mind is studied?—Yes; I examine each man daily, and direct him to study the points in which he has shown weakness.

6457. He could not get any such teaching in Cambridge except tutorial?—He could not get such teaching as he would here, except by private tuition.

6458. Speaking of mathematical and physical subjects, private teaching is taken by the great bulk of those who go in for high honours at Cambridge?—Certainly, until lately by the very great bulk of them. I think the custom is beginning to change, and perhaps it is not quite so general as it was, but when I was there private tuition was almost universal for mathematics.

6459. With regard to those gentlemen going in for the highest honours of the University of Cambridge, do they all get individual teaching when they go to the best private tutors?—They do not. They are usually taught in classes of from six to seven downwards, when they go for the best. If they go to less known tutors they do get taken separately.

6460. So that with regard to the numbers here compared with the numbers there, they are quite as great?—Yes; and as a matter of fact, one of my men who was here has gone to Cambridge, and is one of the best men in his year. He is taking his degree at the coming tripos.

6461. In June?—Yes.

6462. So that this Commission will be informed as to what position he takes?—Yes.

6463. Is that a man who is exceptionally good?—I have not had such a good man since I came; but when I was an undergraduate, if I may be allowed to speak, from 1871–75, I knew the undergraduates of this College, as well as those of Belfast, from meeting them at university examinations, and I have no hesitation in saying that at that time there were numbers of men of equal eminence to the man who went up to Cambridge.

6464. As good as this man who is now in Cambridge?—In fact when I was an undergraduate myself I was not always first on the scientific side in the Queen's Colleges. In the second university examination in arts I was not first in mathematics.

6465. You were first in every examination at Cambridge?—I was in every examination in which I competed. I only state that to show it is not the case that there may have been merely one or two or three exceptionally good men. It is my decided impression that in my subsequent experience in England and elsewhere, I have not met with a more distinguished body of university students for their numbers, than the students of the Queen's Colleges of the times of which I speak. I have always held that.

6466. When you were a Queen's College student yourself?—When I was a Queen's College student from 1871 to 1876.

6467. And you knew them intimately?—Yes.

6468. Do you notice any particular difference between them and the students of the Queen's Colleges now? Your experience is confined to this College?—And to what I can find in the other colleges from being an examiner in the Royal University. I find there are cases still where the excellence is quite as strong; but I do not think the supply of good men is as large now as it was at that time. In fact, as Professor Thompson stated this morning, I believe that many of the schools that used to send men to the Queen's Colleges under the old regulations send them to Trinity College, Dublin, within the last few years.

6469. Is that because they can enter Trinity College more easily?—I think that is on account of the disturbance that has ensued to the Queen's Colleges of late to some extent.

6470 The disturbance has exercised great influence upon the whole position, not only of the medical students but of the arts students?—I consider that it has.

6471. Would you say prejudicially with regard to the honour men?—An extremely brilliant man would hesitate now, say if the opportunities were fairly balanced, between going to a Queen's College and Trinity College, Dublin. I consider a very brilliant man would in many cases go to Dublin in preference now, whereas formerly he would have gone to a Queen's College.

6472. Would you enlarge that answer, and point out in what way the position of affairs as it stands now would influence the mind of the very brilliant men?—Formerly there was a succession of affairs in the Queen's University. The graduates of that university were connected with the graduates of a previous generation, who held their opinions of the qualification to be obtained there, and which Queen's University graduates still hold. They found on that account there was some measure of distinction to be attained for themselves in the Queen's, and they could compare themselves with their compeers of twelve years before or a previous time, who are filling situations of trust and emolument in the country. That has been irrevocably broken. Now there are the Royal University examinations, and people who have gone out of University life have no data to judge of the value of the Royal University degree.

6473. So that, in your opinion, as I gather, anybody who wished to be educated for a profession, and who would make his selection of a place with reference to the distinction of the university degree, would have had more confidence in dealing with the Queen's University degree than he has now with the Royal?—He would have had more information to guide him. He would have known more of the men of the Queen's University standard.

6474. You heard Dr. Anderson say that he had known some men come to Galway from Ulster on the ground that from the small numbers here as compared with the numbers in Belfast, more personal attention could be paid to the students. Have you any information or experience with regard to that observation?—Yes I believe that observation is to

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GALWAY. *June 13, 1884.*

Joseph Larmor, esq., M.A., D.SC.

a considerable extent correct. I have no doubt there are cases in which men come here to obtain scholarships. I do not believe they are exceedingly numerous. In my undergraduate time, if you allow me to go back, I knew one or two cases of friends of mine, and in those cases it certainly was not to obtain scholarships they came here. I have since known members of their families who came here, and the ground that weighed with them was that their predecessors liked the place. Galway is a small town, and the students form a large body in the town, and the College shares the advantage of an English University. It was almost a system of residence when lodgings were near one another. They have much the same kind of arrangements as a man has in a college in Cambridge, and that in addition to the fact that the classes were smaller, and, therefore, more attention could usually be paid. That was what led, I consider, to such large numbers coming here from Ulster. Of course in time it became the habit for men from certain parts of a county to come to Galway from pre-established custom. Their neighbours had made friends in Galway, and Galway was the recognized place to go to.

6475. A very pleasant winter residence?—Yes.

6476. The analogy would be complete between Galway and Belfast on the one hand and St. Andrew's and Edinburgh on the other?—I do not know about St. Andrew's and Edinburgh sufficiently to speak with certainty.

6477. Dr. STONEY.—I particularly wish to ask Professor Larmor, as he passed such a brilliant career in Cambridge, whether he thinks it would be correct to treat his success in that university as but slenderly due to the training he received in the Queen's College, Belfast, because there was an interval of three years between his passing out of the Queen's University and becoming Senior Wrangler in Cambridge?—In the first place but for the Queen's College, Belfast, I should have never adopted a scholastic career at all. In the second place, when I left Belfast to go to Cambridge, I do not like to say exactly, but I consider that my scientific capacities were developed quite in the same kind of way as they were finally. It was merely a matter of polishing up. I consider I had been taught in Belfast to such an extent that the rest of the work was rather a filling up *lacunæ* than adding to general principles. In fact I could not overestimate the character of the mathematical and physical instruction in Belfast at the time I was there. I have always entertained that opinion very strongly, and that opinion is corroborated by others. And what held there holds here, as is seen on looking into the Calendars of the Queen's University, records of the merits of the Queen's Colleges at the University examinations. At that time Mr. Harrison was a student here. So also was Mr. O'Kinneally, who is a barrister in India. Mr. O'Connor, whom you have heard about, was a student here. So that I consider, at that time, what I have been saying about Belfast applied to Galway.

6478. There were at that time the same Professors in those subjects in Belfast as now?—There were.

6479. There are about twenty Colleges in the University of Cambridge?—Yes.

6480. And seventeen of them have a smaller number of students than the average number in Galway for the last eight or ten years?—Distinctly smaller.

6481. Dr. MARSTON.—You have all the appliances you require for teaching experimental physics?—Yes.

6482. Do you happen to have had any of your students entering for competitive examination for the Royal Military Academy, Woolwich, that is, for the Royal Engineers or Artillery?—No, that class of students does not come here; but I believe Professor Townsend could give you a case within a year or two, of one who went straight from here, and entered Cooper's Hill Engineering College by competition.

6483. You have referred to the so-called disturbance. Is it premature to estimate at the present time what will be the ultimate effect of that?—I think it is impossible, to hope that students will take the trouble to attend a six months course of stated lectures in a subject, where they can have chances of passing the examination by private tuition, which they can take at their own convenience, unless there are scholarships or other advantages to bring them to the College. I do not think any College that had not the power of granting degrees could live without scholarships; for instance, University College, King's College, and the Colleges in Manchester, have all got private scholarships of their own, in addition to scholarships at the University of London, with which they are more or less connected. I do not see how they could get on without them.

6484. Rev. Dr. MOLLOY.—I think you said you did not think any College that is not provided with scholarships could live under the system of the Royal University?—By living I mean, I do not think such a College could have a healthy career. It is nearly as essential to the welfare of a College to have able and distinguished students, as to have able and distinguished professors.

6485. Then the three Queen's Colleges are the only Colleges in Ireland that can live under the Royal University?—I think they are the only University Colleges in Ireland, except the one in Dublin.

6486. But these cannot live without scholarships under the Royal University?—I believe not; nor could they in England.

The Commissioners adjourned to next day.

GALWAY. *June 14, 1884.*

TENTH DAY—SATURDAY, JUNE 14TH, 1884.

AT QUEEN'S COLLEGE, GALWAY.

Present—R. P. CARTON, Esq, Q.C., Chairman.

Rev. GERALD MOLLOY, D.D., F.R.U.I.; GEORGE JOHNSTONE STONEY, Esq., M.A., D.Sc., F.R.S.; Professor WILLIAM JACK, LL.D.; and Deputy Surgeon-General JEFFERY A. MARSTON, M.D.; with N. D. MURPHY, Junr., Esq., Secretary.

The Right Rev. Thomas Carr, D.D.

The Right Rev. THOMAS CARR, D.D., Roman Catholic Bishop of Galway, examined.

6487. CHAIRMAN.—Dr. Carr, you are the Roman Catholic Bishop of Galway?—Yes.

6488. Before you were bishop you had considerable experience of educational work?—I had, for a considerable time. I had been teaching in St. Jarlath's College for three or four years, and I had been teaching lately in Maynooth College for twelve or thirteen years.

6489. In Maynooth College is there a matriculation examination?—There is.

6490. Is that matriculation conducted by any one professor, or do all the professors take part in the matriculation examination?—The matriculation examination is conducted by two Boards of examiners, sitting simultaneously. All the professors of the College are divided into two sections, and each section constitutes a Board of examiners, and each Board has the right of rejecting or admitting the students who may present themselves for examination at the particular Board.

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6491. You would then have an opportunity of knowing the standard of education required at Maynooth?—A very good opportunity.

6492. Can you form an opinion of the standard required for matriculation here from having read the programme?—Yes.

6493. You are familiar with the programme?—I am.

6494. What is your opinion of the educational standard as fixed by the programme?—I should say, without any desire in the world to speak unfavourably of this College, that in my opinion the programme is very bad, that is to say, that it holds forth to the students of this country an extremely low point to which they might expect to reach.

6495. Have you had any experience at all of the Intermediate education examinations?—I have not been an examiner, but in Maynooth many of the professors were examiners of the Intermediate examination papers, and in that way it came to be a subject of very frequent conversation.

6496. I would ask you to confine yourself to the opinion you formed yourself?—I am giving you the grounds on which I formed that opinion.

6497. Are you able to institute a comparison between the standard of education required for matriculation here and the standard required for any of the grades in the Intermediate education?—Yes.

6498. With what grade in the Intermediate education would you compare the matriculation here?—With the junior grade; and taking the two into account, I believe it would be possible for a student or any number of students to pass in the programme put forward here and be rejected for a pass in the Intermediate examinations.

6499. Rev. Dr. MOLLOY.—In what grade?—In the junior grade.

6500. CHAIRMAN.—And that opinion is founded on the programme for matriculation as published by the college?—To tell you the truth, it is founded partly on that and partly on other reasons. It is founded on that in the first instance, because looking to the programme, I think that a student who would make himself up in that programme certainly might fail if he stood an examination in the junior grade in the intermediate examinations.

6501. You see there are two Latin books apparently required?—Yes.

6502. Suppose I told you the way that was interpreted was this, that a student who came up for matriculation got his choice in any two works and was only examined in one?—I should say with regard to that, it lowers the standard still more.

6503. And that in Greek, a student who took Greek got his choice of any of the two books and if he was not able to pass he got the Gospel of St. John?—It would be below the standard of the junior grade Intermediate examinations.

6504. And if I told you that though he evinced a total ignorance of Greek, he would pass the matriculation if he passed in the other subjects?—Then, I should say, low as the programme was, it was not adhered to.

6505. Are there any other schools that you know of?—There are several. We have two in Galway, one conducted by the Jesuit Fathers, and another conducted by the Patrician Monks. Then there is St. Jarlath's, an old established college, dating back to the first quarter of this century. In Ballina there is a diocesan college which is at once an intermediate school and a college in which students are prepared for several examinations, amongst others the matriculation examination at Maynooth College. Then there is at Sligo a very flourishing intermediate college.

6506. Is St. Jarlath's exclusively ecclesiastical?—No. There is a secular branch there as at other intermediate or higher Catholic Colleges in the province.

6507. You are a native of Galway?—Yes.

6508. Then you are familiar in a double capacity with the working of those schools?—Yes.

6509. Can you tell the Commission whether this College has any effect one way or the other upon those schools in the province?—I should say this, that up to the time of the passing of the Intermediate and the Royal University Acts I believe the existence of the college here in Galway had very little positive or direct effect on the Catholic schools in the way of stimulating the students to any greater excellence. Secondly, I should say that since the passing of the University Act particularly, I believe it has had a stimulating effect in this way, that it revealed its own weakness to the students who thought that the standing of the Queen's College was very much higher than they now believe it to be and thereby it stimulated these students to greater exertion. I believe it was only by the failure of the students from the Queen's College that a stimulus was given to the Catholic students in the other Colleges

6510. You have stated that in your opinion the standard of matriculation was low. Do you think that has any effect one way or the other upon the schools?—I do. First of all, in regard to the Catholic schools, as a matter of fact, there are not many students passing from those schools to the Queen's College here. No matter what the reason of that may be, but as a matter of fact that is the case. Secondly, I would say this, that as far as my knowledge reaches, any students studying in a Catholic College who had determined to enter the Queen's College and pursue his studies here, would make up his mind that he might matriculate here and pursue those studies, even though he had acquired only a very small amount of classical, mathematical, or general knowledge, before presenting himself for examination, and therefore I believe this, that the Queen's College here has not had a stimulating effect on the studies of the Catholic Colleges with which I am acquainted

6511. Do you think that in an educational point of view, it is an advantageous thing for boys that they should leave school with the amount of knowledge required to pass them in the junior grade, and begin their university career?—I believe that to be the great defect of this College and some of the other Queen's Colleges, that the students who come here are not capable of pursuing a university course from the nature of the case. Therefore I believe that injury is done to the college here, and injury is done to the colleges from which the students come. I am speaking of the Catholic Colleges. You probably may know, because I suppose you have read a good number of documents bearing on the former Commission, that complaints——

6512. We have had a good deal of the results of the Intermediate examinations brought before us from time to time?—No; I do not refer to these but I refer to the complaints publicly made of the injury done by this College to the Catholic schools in that way.

6513. What we are anxious to get is your opinion?—I know.

6514. You think withdrawing boys from school before the school work is completed, is not advantageous to education?—I do.

6515. Rev. Dr. MOLLOY.—When you said that the standard of matriculation in this College was low, did you mean to say that it was low compared with the standard of education attained in the Intermediate schools of Ireland?—I did. I believe it is absolutely low, and I believe it is also relatively low—that is compared with the different grades of the Intermediate examinations.

6516. Do you think from your knowledge of the Intermediate schools of Ireland, that they are able to bring their boys up to a much higher standard of education than that which is required for matriculation in this College?—I do, certainly. I believe if the standard were kept up and that no boys were allowed to pass into this College, supposed to be a university College, without coming up to it well prepared, that the supply would still be abundant—that is supposing there was no impediment in the way of students entering here. I believe there is no want of material

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GALWAY, June 14, 1884.

The Right Rev. Thomas Carr, D.D.

at all in the county, and I believe the advances made particularly of late years in the way of Intermediate education and University education are such as to be sufficiently ample to supply this and the other Queen's Colleges with students—with a very much larger number of students than they have at present—always supposing that the students think well on other grounds of entering this and the other Queen's Colleges.

6517. Am I right in supposing that the Intermediate schools are not only capable of bringing their boys up to a higher standard than is required here, but that they do bring them up to a higher standard?—Certainly.

6518. They have actually brought them up to a higher standard?—Decidedly, and that in the three grades of the Intermediate examinations.

6519. You said that a boy to pass the Intermediate examinations in the junior grade, in the subjects required here at matriculation, must attain a higher standard of education than is necessary for entering here?—I believe so.

6520. And these Intermediate schools have not only brought their boys up to this standard, but up to the standard of the middle grade, and the senior grade?—Certainly, and as I understand it, it is the boys who have passed, or might have passed the Intermediate senior grade, who are supposed to come here and enter on the university course.

6521. Dr. STONEY.—Dr. Carr, I would wish to understand sufficiently about this matriculation examination at Maynooth, if you would be kind enough to give more information to the Commission on the subject. There are two boards of examiners?—Yes.

6522. These embrace the whole of the professors?—Yes.

6523. Then the professors in Maynooth are divided into two boards?—Into two boards.

6524. What is the distinction between the two boards?—A numerical distinction merely.

6525. Each of the boards extends over the whole range of subjects?—They do.

6526. The course of Maynooth is prolonged to a seven year's course?—Yes, including classical subjects, natural philosophy, moral philosophy, and four year's theology.

6527. Are any admitted to the upper without going through the lower?—Certainly.

6528. Is the object of the examination in any degree to ascertain whether the candidate is to be placed in the lower or the upper?—That is the principal object of the examination.

6529. It is not to ascertain the candidate's fitness to go through the curriculum, but where he should be placed?—To ascertain the fitness of the candidate to pursue the studies of the College with success.

6530. What is the minimum time for a candidate to remain at Maynooth to fit himself for ordination?—Supposing he has read a course of theology it may be one year. It may be two years, or three years, or four years, or seven years.

6531. A great number of the pupils in the schools of the west of Ireland, as in all parts of the kingdom, intend to content themselves with a school education?—That is the case at present. It certainly is my firm conviction, that if there were facilities given to the students who remain at home at present, to pursue a university course, you could have ten for every one who is now pursuing a university course. I am perfectly convinced of that.

6532. But that is the case everywhere in the Kingdom, not merely in Ireland, but in Scotland, and in England?—I should say it applies to Ireland very much more than to England, or to Scotland.

6533. Up to what age do students remain at these schools you have mentioned, St. Jarlath's, for instance, or the diocesan Colleges?—There is no fixed age at which they are compelled to leave, and the ages of the students vary very considerably therefore. There are some young boys who enter, perhaps at thirteen or fourteen years of age, and then you find boys up to twenty-two, twenty-three, and twenty-four.

6534. A large number of the boys who continue on and pursue the more advanced branches of study, are being prepared for Maynooth, or other seminaries, which prepare for ordination?—In St. Jarlath's College. Do you refer to any particular College?

6535. I would like to know with reference to all the Colleges?—Yes. I will tell you what actually occurs. Maynooth, though its endowment is not very much more than any one of the Queen's Colleges, maintains more than 500 students annually. This year the number was 520. The number is larger this year than for some time before. This shows that a considerable number of the students who study in the diocesan seminaries prepare for Maynooth College. But over and above that number, there is a very considerable number who are sent by their parents, to these seminaries to acquire a knowledge of Latin, Greek, and a better knowledge of English, and mathematics, and when a student has spent two, or three, or four years there, his parents become perplexed about his further progress. They thought it right in the beginning to give him a good English and classical education, but the difficulty of Irish parents begins at that point. Where are these boys to be sent next?

6536. After being at Maynooth?—No, after being at the diocesan and intermediate colleges. I know the scope of this inquiry is limited, and I do not wish to say a word which would be outside its scope, but there are many things I should wish to say if an opportunity was given. Unfortunately, as far as my experience goes, this is the case: These boys after going through that classical, mathematical, and English training, remain at home, and lose the benefit of all they have acquired, and that because they have no university college to which they may go. This is my firm conviction, and it is founded on a very long and close observation of the action of Irish Catholic parents.

6537. Maynooth educates candidates for the priesthood in Ireland?—Yes.

6538. Besides it are there any other colleges which prepare candidates for the priesthood elsewhere than in Ireland?—There are foreign missionary colleges, such as All Hallows.

6539. Are there considerable numbers of such?—No. All Hallows, near Dublin, is the largest and most important, but, amongst the diocesan colleges, such as Waterford and Thurles, the students are prepared for the foreign mission. Students are prepared in other Colleges also for the foreign missions.

6540. Do boys from the schools of the west of Ireland pass on to these various seminaries and colleges to become priests for the foreign mission?—Do you refer to any particular class of students?

6541. You said several of them go to Maynooth to prepare for the home priesthood. I want to know whether others go elsewhere for the foreign missions?—They do. Some go to All Hallows, for instance.

6542. You mentioned there were five hundred and twenty students in Maynooth. Can you give us any opinion as to the number in colleges preparing for foreign missions?—In All Hallows there are between one hundred and fifty and two hundred. I am not very clear about it, but it is about that number. There are students prepared also at Waterford and at Thurles for the foreign missions, as well as some few at Kilkenny.

6543. Are there not some being prepared abroad for the foreign missions?—They are prepared abroad rather for the home mission. There are Irish colleges in Rome, Paris, Salamanca, Louvain, and some other towns and cities on the Continent.

6544. Are they not chiefly being prepared for foreign missions in these places?—For the home mission.

6545. Professor JACK.—We have returns, my lord, from the Queen's College, Galway, stating the number of students in the first year who are attending this College, and giving the matriculation examinations they have undergone. Thirteen appear to have

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undergone the matriculation examination of the Royal University?—Yes.

6546. Are you familiar with the nature of that examination?—I am.

6547. Should you say the students who have passed the matriculation examination of the Royal University have shown that they are fit to be University students?—I should, certainly. I had an intimate acquaintance with the matriculation of the Royal University, because the first year these examinations were established a very large number of Maynooth students presented themselves, and a very large number passed. A larger number passed from the College of Maynooth that year than from nine-tenths of the colleges of Ireland. I am not sure about the fraction. I would rather say five-sixths.

6548. With regard to these thirteen you could say they are fit to take part in the studies in a university college?—I should, certainly.

6549. I gather from the returns that there are six or seven students who have matriculated in the Queen's College, Galway, including one or two who matriculated *ad eundem* from other colleges. With regard to these students, your opinion is, so far as you can judge from the examination, that it is at least doubtful whether they are fit?—Yes. Judging from the programme, and that is all the means I have of judging, if the examination corresponds with the programme—and I believe no examination ought to go above the programme—the students who pass on that programme have not *eo ipso* shown a fitness to pursue university studies here.

6550. I suppose you might not be surprised to hear that the professors of this place, having their experience of students who have matriculated in the Queen's College, Galway, and who have pursued a course regularly here, are satisfied that the studies are profitably pursued, and that, as a matter of fact, the men are fitted to go through a course of university training?—As far as their individual experience goes, I give that the greatest possible weight, but I give it weight only as far as it supports their opinion as to the fitness of the students. It would not be sufficient reason for me to form my opinion, nor sufficient reason for any person outside this College, who takes an interest in education to found his opinion on. All I say is, there is a programme put before the country, as a programme at which students ought to aim when entering a university college. That programme is totally insufficient, and the insufficiency of it is brought out still more by the different grades of the Intermediate examinations. I know that, of course, it may be said a boy may be examined as well in one book as in two, or three, or four. I cannot see it in that light. We could easily have a *reductio ad absurdum*. If it be true of one Latin book, it is equally true of one paragraph in a Latin book, and more than that of one word in a Latin book, as you can test a student if you take one word in a Latin or a Greek sentence. I have no doubt a good professor would be able to ascertain what amount of knowledge a student had acquired in such a way. If one book is a sufficient test, one paragraph is a sufficient test, and one word is a sufficient test. In my opinion, the programme is intended for the students, and not for the professor. The programme is set down to test the sufficiency of the knowledge with which the student presents himself. One book may be sufficient for the professor, but it is not sufficient for the student. No student will attain a higher standard than that set before him. The result in the Catholic schools is this—if there be a boy in "Cæsar" intending to go to the Queen's College, he finds on examining the programme that only two books of Cæsar are required, and he naturally says, "I have got over that amount of Latin." Then he looks at the Greek, and sees that one book of Homer will be sufficient. Then he looks at the French, German, English, and mathematics, and he says to himself, "I have got over that amount, and I will not spend my time and my parents' money here. I have read the amount of matter set down in the programme for the Queen's College, Galway, and I will therefore present myself there next summer." If the programme were higher the boy would say, "That is a difficult programme. I do not want to go there and be rejected. I will stay here another year." It may be he would stay for two years more. I know, as a matter of fact, students who have left the schools long before they were fit to leave them, in consequence of the lowness of that, or similar programmes.

6551. I understand your evidence to amount to this, after the students have passed the matriculation examination you consider there is no evidence to satisfy your mind *eo ipso* that the students are fit?—I would not put it in that way. I take the programme altogether including the effect it has on the preparation of the students before they come here. I hear of a student who has passed in that programme, and if I take into account the effect the programme had on his preparation, I say he is not fit to pursue a university course. I do not say he may not be, but I say he is not fit. I am told he has passed the matriculation examination. I ask, "Is that all the evidence you have of his preparedness to pursue a University course?"—"That is all." I say, "That is not sufficient evidence."

6552. You are aware that in a number of universities in the United Kingdom there is no matriculation examination?—Decidedly, and that is perfectly fair and reasonable. I am glad you have mentioned the point. If there were no matriculation examination here I should regard it as an infinitely better arrangement than the present one, because in that case no student coming here would be deceived by the programme. He would say to himself "If I go to the Queen's College, Galway, I shall have to stay three, four, five, six, or seven years, before taking out my degree, or qualifying for my profession." He himself, fixes the standard then. He is not deceived by the standard. His own want of knowledge is a standard to himself. But in the other case, you have a university college setting forth a definite programme, beyond which, of course, students will not aim. If you had no programme here the students would come better prepared than at present. I am anxious to guard myself in this matter, that I am speaking entirely of Catholic students.

6553. So that your opinion is to the effect that if the programme were dispensed with altogether it would be better for the students?—Far better. I believe many students who come now and present themselves at the matriculation examination would not think of coming here in their unprepared state if there were no programme put before them.

6554. Of course you are aware students come to this college who do not matriculate at all?—I am aware of that.

6555. Am I to assume, my lord, that the ages of the boys outside who have attained a higher standard of education, correspond with those who present themselves for matriculation here?—I can scarcely answer that question.

6556. The boys of whom you were speaking?—As far as I know the ages correspond pretty closely. I think so.

6557. So that the parallel would be a fair one?—I think the parallel would be a fair one. My experience is this—that of students studying in the same class, those who intend to come here would come up with less knowledge than would be possessed by the students who would be thinking of standing an examination under the Intermediate, or any of the public and recognised tests of acquired knowledge.

6558. DR. MARSTON.—Assuming that a boy knows very little Greek, or no Greek, but has a fair knowledge of English, Latin, and elementary mathematics, do you think that it would be desirable in the interests of education to prevent him from matriculating?—I do, decidedly, provided that the educational institution to which he is going regards a knowledge of Greek as at all necessary, and has on its programme the

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GALWAY. June 14, 1864.

The Right Rev. Thomas Carr, D.D.

names of Greek authors on which the student is supposed to have made himself up. Of course there is a good deal of difference of opinion regarding the necessity or utility of a knowledge of Greek, but all I say is, if there is a programme, let it be *bona fide*. Do not have any subject mentioned with regard to which the examiners may say, if a boy passes in other subjects and fails in regard to it, we will allow him to pass. That is unreasonable.

6559. The programme should, in your opinion, be *bona fide* and rigidly adhered to?—Certainly. Particularly in a university college.

6560. Is it not, however, frequently the case that men whose classical training has been very imperfect, have subsequently achieved a scientific reputation; for instance, let us take my own profession, which is one in which it is very desirable to have a good preliminary education and a knowledge of Greek; but does not much more depend in my profession, and in other scientific walks of life, upon a student's powers of observation, and upon the degree to which these have been trained?—Yes.

6561. Am I plain to you?—Quite intelligible. I am afraid I shall have to give the same answer to that as to a former question, that it would lead to a *reductio ad absurdum*. What you say is perfectly true of individual students and individual men, who have risen to eminence, owing to their natural ability, or their habits of closer observation; but what I say is this, that a programme is not drawn up for such men, but for the generality of the students of the country, who are supposed to be anxious to avail themselves of university education, and I believe that programme ought to be such as would suit not the special utility of a few exceptional students, but ought to be such as would apply fairly to the body of the students, who come up for examination under that programme. If what is said in regard to Greek be true, the same is true of Latin, the same is true of mathematics, the same of French, the same of German, and thus by a process of elimination the result would be that in individual cases the programme might be reduced to a nullity. If that argument holds for anything, if it be pressed, it will eliminate in individual cases all that is valuable in the programme.

6562. In that way you suppose you are lowering the whole of them—I am speaking of one?—Of Greek. I apply the same argument to Latin, German, French, mathematics. I say that men have risen to very great eminence, who never knew a word of Latin or a word of Greek, and who knew very little of mathematics. There are men who will rise to eminence without a university education at all, and some of the most distinguished we know are men who have not had a university education, but they are men of very great natural power. But it would be very unfair to apply what would suit those exceptional and individual cases, to what is required for the well being and education of the country.

6563. You think the proper course under such circumstances would be, instead of lowering your standard of matriculation, to abolish it?—No.

6564. As in Cambridge and other Universities?—I did not mean at least to express that opinion. The opinion that I expressed was this, that it is better to have no matriculation examination than to hold forth a low standard to the students, and entice them to come up on the strength of that low standard to a University College, before they have completed their school work. Therefore, I say, that if the programme is to be kept low, better waive the preliminary examination altogether, and you will thereby prevent a number of students who are badly prepared at present from coming until they are really fit to come. I say, therefore, you should either do away with the programme altogether, or take a programme which is suitable to a university college, and insist that the students be well made up on that programme before being allowed to pass into that College. If you do not, you are doing vital injury to the University College itself, and to the schools from which the students come. And I believe, firmly, that has been the effect of the programme adopted in this college.

6565. That is to say, students who have come here to pass a matriculation examination would have been more benefited by remaining at the schools from which they came, assuming that the schools were capable of teaching them properly?—Certainly.

6566. And you think that that is the case?—I do.

6567. Apart from this College, taking education in its broad sense, do you not think that there is another and a very important training which is altogether distinct from training merely for examination?—I do, certainly. I am perfectly conscious of that. That is quite true, and therefore I think that is one of the special advantages of collegiate education.

6568. In your experience of the world you have had a great deal of experience of boys. Is it not the fact that clever, well-conducted boys occasionally reflect very little credit on themselves or their teachers at one examination, but take a very different position at another and subsequent examination; these are exceptions, about which I do not argue, but I wish to have your opinion?—If dealing with an individual student I should answer "certainly, that is the case;" but when dealing with systems of education I think exceptional cases of that kind ought to be left out of account altogether.

6569. You should not legislate for exceptional cases?—No.

6570. Are they so very exceptional?—I believe they are from my knowledge and experience, and I have had a great deal of experience in that way. In Maynooth there are *viva voce* examinations and written examinations. We had the monthly written exercises of the students on a matter which had been gone over in the previous month. The result was that we had in the course of the year seven or eight monthly written exercises. At the end of the year we had a *viva voce* and a written exercise on the entire matter gone over during the year. Some of the classes were large and some small; but I always found this, taking it all in all, that what a student does in one exercise he will do in another. What he has shown in one monthly piece he will show the same in another. Of course there are exceptions. A student may be sick and may not have attended the lectures of the professors; but taking the students as a body, I find there is a great deal of uniformity in the answers of any diligent student, and though he may make a mistake, the professor will see that the mistake was made through inadvertence or some passing unfavourable influence he was subjected to at the time.

6571. There are some precocious boys, not always the best, while others are like apples that mellow late—they develop late in life?—True.

6572. But the dull boy will be dull all through?—Yes.

6573. But will there not be a slow and progressive development of which the boy, while still a boy, may give little or no promise—that is, promise of his future attainments or success?—Yes.

6574. That is common in life?—I should not say common. The course in Maynooth is a long one, seven or eight years; for some students nine years. I should say that any observant professor during the first year would be able to predict with very tolerable accuracy how every student of the class would go on through his course.

6575. Do you think logic would be a very useful subject for students in the medical faculty?—I believe logic is useful in every profession.

6576. Have you ever considered in your own mind whether it would be particularly useful for men in the medical profession?—As I say, I really believe it would. I think that for us here in Ireland logic is especially useful. I think we are very apt to jump at conclusions. We are naturally a quick and excitable people, and if we had a little logic to steady us, it would do us a great deal of good. There are

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many doctors through the country who, if they knew something about logic, of reasoning from premises and drawing a proper conclusion, would omit to do what they do in many instances, and would adopt a treatment different from what they actually adopt. I would say logic is very useful even in the medical profession, not such a minute knowledge as would be required in the case of a lawyer or in the case of a clergyman, but I believe that a knowledge of the general principles of logic is useful in every profession, and not the least of all in yours.

6577. There is a great difference between wishing to have truth on your side and desiring to be on the side of truth?—Certainly.

6578. Is not the last the most difficult to attain, and you would neglect no training which would be likely to lead to that?—Certainly.

6579. I would like to ask one thing more in order to gauge your experience. Is it not the case that some boys educated even at public schools, where one would expect the education to be very good, are extremely ignorant; for instance, I am not ashamed to say, looking back on my own life, that no plummet would have sounded the depth of my ignorance?—That is because you are so learned now.

6580. Not because I am so learned now; I wish it were so. But have you anything to say with regard to your experience of that; because it does bear upon hindering those boys from getting a collegiate education in a broad sense?—As you refer to your experience I may refer to mine, and I think I may speak too of what occurs with regard to a great many persons, that is that students who have devoted themselves to one line of study, and who have acquired a fair amount of knowledge in a particular department, may be found wonderfully ignorant with regard to other departments. That is perfectly true and very few students know how really ignorant they are. Students are apt to attend to the amount of knowledge they have, and they keep their eyes closed with regard to the things of which they are ignorant. A student may be very advanced in one, two, or three departments, and on being tested in another department which is supposed to have a close relation to the departments in which he is well up, he may be found to be very ignorant. Human life is limited, and human capacity limited. That accounts for the fact that students may be well up in two or three different subjects and totally ignorant in cognate subjects.

6581. Schoolboys are very conceited as a rule, and very seldom try to measure their own depth?—That is true.

6582. Dr. STONEY.—I do not understand what you mean, my lord, in saying that by a process of elimination you would eliminate all the subjects of matriculation, if the practice were to allow compensation for deficiency in one subject where great capacity in other directions is shown?—This is what I meant:—My attention was called to a particular subject in the programme, say Greek, and I was asked whether I would not consider that sufficient compensation was made for the want of knowledge in Greek by a higher degree of knowledge, say of Latin, mathematics, or French, or German, or English. Now, that question is founded on this supposition, that there is in this programme some one language which is not so particularly necessary as the others are, and then my attention was directed to Greek as being that one. What I said was, that if the argument is good for Greek in the estimation of one examiner, it will be good for Latin in the estimation of another; it will be good for French in the estimation of a third; it will be good for mathematics in the estimation of a fourth; and thereby I say you may eliminate from this programme every element it contains—that is to say, eliminate not merely Greek, but Latin, French, German, mathematics, English, and so on.

6583. Not in the case of any one candidate?—In the case of any one candidate provided you allow a professor or examiner to say that, though Greek is on the programme, still he believes that a fuller knowledge of Latin, &c., will suffice. If you allow that principle to be established there is not a subject that may not be eliminated.

6584. How could all be eliminated if the principle of compensation is the only one on which any of elimination is allowed?—Yes. It was in regard to that that I expressed my opinion that the programme, if it be put forward to the country as a *bona fide* programme, ought to be adhered to. It should not be competent for a professor to say, "I do not attach much importance to Greek, provided a boy shows knowledge of Latin and other branches."

6585. In order to prevent our consideration being limited to one subject—Greek—I suppose you know it is notorious that some of the highest literary men whom we have had in the United Kingdom have shown an invincible repugnance and, as they themselves stated, an invincible incapacity for studying geometry and algebra. Would it not be a public calamity if such men, who have attained such very great eminence, and reflected credit on the whole country, had been denied admission to the universities and the value of a university training?—Well, what I should say in regard to that is this—First of all, the argument is founded on a very exceptional case, and, secondly, if there be a reasonable programme, and it is put forward as a reasonable programme, and if all university students are supposed to be capable of making themselves up on that programme, it ought to be adhered to; and if in a university college it is desirable that an exception be made in a particular case, that exception should be made formally—that is to say, the student should be examined on that programme, and if he answered particularly well in Latin and in all the other subjects, it should be for the heads of the College to say whether a formal exception should not be made in favour of that distinguished student. But all along I have been speaking of the programme of this College as put forward, and the programme, therefore, on which the students are to be prepared on presenting themselves for matriculation here.

6586. Precisely; but in other universities those very eminent men, when at college, had to pass under conditions in which those subjects to which they showed an invincible repugnance were on the programme of examination, and yet in their case they must have been allowed to pass in consequence of their exceptional merit in other subjects?—Yes.

6587. Then in those exceptional cases you would allow that it would be a public calamity to refuse the candidate?—What I say with regard to that is, that an exceptional law or statute should be made to provide for those exceptional cases; but you ought not to be applying exceptional legislation to the normal condition of this programme or of any other programme.

6588. Dr. MARSTON.—You must not argue from the particular to the general or legislate for the particular?—No.

6589. Dr. STONEY.—I think you expressed an opinion that university training is of very great value?—I believe so.

6590. And that a mere system of examination is not an adequate provision?—I should say, apart from the circumstances of the country, that I regard collegiate education, united education, as far preferable to any system of private study; because my idea is that a student gains as much from the traditions of the college, as he does from the lectures of the professors. That has been my experience; there is a body of information, as it were, floating in the air of every well-ordered college, so that if a student only opens his mouth he can take in a great portion of it.

6591. You have spoken of specialists being occasionally met with who are as narrow as they are deep?—Yes.

6592. Do you not think there is great value in a university career, arising from the circumstance that a man submitted to one kind of training is brought into personal intercourse with persons pursuing a

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GALWAY. June 14. 1884.

The Right Rev. Thomas Carr, D.D.

wholly different kind of training?—I think, *ceteris paribus*, that is useful. I wish to add something to the former reply I gave to the question. When I say that I regard united education as very much preferable to separate education, I say that on general principles; but I say it, always having before my mind the unfortunate circumstances of this country. Into that I am not going to enter. But I do not lay it down as applicable in every case, because there may be circumstances in connexion with the condition of the country, which would render that united education a matter not at all to be desired. I have very strong views on that question, but this is not the place to express them.

6593. If students do gain admission to the College who are imperfectly trained, and if, when they leave the College, they are very highly trained, I suppose that would be an evidence of the efficiency of the College?—Well, what I should say to that is this, that if the statement be made in this way, that the body of the students who come badly prepared go away well prepared, it would be a test of the efficiency of the College. But then, on the other hand, if a few students come to the College (and I am afraid this is the case in Galway) well prepared, and if those students meet in the College, as they certainly will meet here, professors of great learning and of high culture, and if those students profit very much by the instruction they receive, and go forth to the world, and are pointed to afterwards as evidence of the success of the College in which they studied, I regard it as no sufficient test at all of that efficiency. I look on the education test, on the contrary, as applied to the body of the students, not to the few. Some very distinguished students come here well prepared and attain eminence in their after-life. I could not conclude from this fact that the body of the students who come here, and who, I believe, are badly prepared—I should not at all be prepared to infer that all those students made progress while they were here, and distinguished themselves in after life. As a matter of fact, unfortunately, it is not true.

6594. Your lordship spoke of a candidate who passed one examination being usually found able to pass another one. I presume you mean one of a similar kind?—Or a more difficult one in the same department.

6595. If a lad, early in his career, presented himself at one examination, consisting of the subjects arithmetic, algebra, and geometry, and in which arithmetic was of great weight, geometry of medium weight, and algebra of little weight, and if he presented himself at another examination which consisted of geometry, algebra, and trigonometry, in which algebra and trigonometry were allowed great weight, might not such a candidate acquit himself with distinction in the one, and stand not very high in the other?—No doubt at all. If the circumstances of the examinations are altered, it is quite clear it is not merely possible but probable that the student who acquitted himself creditably in regard to one examination, will fail to do so in regard to the other.

6596. And the question whether the circumstances of the examinations are the same must be scrutinized before you can form a conclusion?—Certainly.

6597. You spoke of the large number of candidates that presented themselves from Maynooth at the matriculation examination of the Royal University?—Yes.

6598. Does not that represent, if I may call it so, a kind of accumulation. It was the first opportunity that was open for candidates coming forward in that way, and does not represent, I suppose, the number that would in future annually go?—They represent very closely the number that would annually present themselves from Maynooth College; and I will tell you why. In Maynooth College the student may pass for what class he is entitled to from the rhetoric class upwards. Thus from rhetoric he passes on to the logic course; then to the natural philosophy course; next to the course of theology. Now, when the student would have entered on the study of theology, suppose that the College continued to be connected with the Royal University, I take it for granted that these students studying theology would not present themselves for the Royal University examinations; because either they would have presented themselves in the previous years, or for one reason or another they would not mean to present themselves at all. The result is that if Maynooth continued to be connected with the Royal University, the students who would present themselves annually would be the students studying in the rhetoric class, and in the classes of moral and natural philosophy. In one word, this is the way to look at it—the number entering Maynooth each year, would be on an average something over 100. If Maynooth continued to be connected with the Royal University, you would have at least, I suppose, 100 students presenting themselves annually for examination. No doubt the number who presented themselves the first year was larger, because it comprised not only the students of the first, but some who had entered the previous year. If the College continued to be connected with the Royal University a very large number would present themselves annually.

6599. Dr. MARSTON.—What your lordship said about a college or school not being tested by the few distinguished men coming out of it, but by the standard attained by the run of the men, seems very fair?—Yes.

6600. But is it not the case that at most public schools, the clever boys get a very undue amount of attention paid to them, and is it not the case also that students in class are something like soldiers marching; once they fall out, they with difficulty, and possibly never, regain their places?—Yes.

6601. Do not all schools point to their distinguished men as evidence of the efficiency of the training of these particular schools?—Now, I should reply in regard to the first question—

6602. That is quite a fair way of putting it?—Perfectly. In regard to the first, namely, do not, as a matter of fact, particular students in every college receive an unusual amount of attention on the part of the teachers?

6603. The able ones?—The able ones. I should say, first of all, that is not my experience, and secondly, I think it should not be the case. It should not be the rule in any school, whether it be primary, intermediate, or university. I do not believe in that system at all. I believe that that is done by the professors to exalt themselves very much more than to exalt their class, or exalt the college to which they belong. I do not think it is right, or fair, or proper, and I have known the body of the students in some of our schools to suffer on account of that system. The school or college is anxious to acquire a reputation for itself through the high position to be acquired by individual students; and thus a very large amount of time and attention is paid to those students. The result is that the average students suffer for that undue attention. In a well-ordered school, and the higher it is the better order ought to be in such a school, the same amount of attention substantially, and I would say minutely, ought to be given to every class.

6604. I was not asking what was right in principle but whether, as a matter of fact, that was not the tendency in schools?

6605. CHAIRMAN.—But you asked a question to which I think the answer of his lordship was perfectly pertinent?—I understood that you put it in a negative form to suggest the answer that you believed it was done, and you thought there was good reason for doing it.

6606. Dr. MARSTON.—I merely asked as to the fact?—Well, that would be my answer in regard to the first. First of all, as far as my experience goes, it is not generally done. It is done in particular cases, and, I think, to the detriment of the body of the students. In regard to the second question, namely—"Are not students like soldiers on the march, so that when one

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falls out he finds it very difficult, and perhaps impossible, to regain his place"?

6607. That is the case, for this reason, that when students come to a college badly prepared, when they come in such an unfavourable condition regarding their mental acquirements, it is very difficult, and perhaps impossible, for them to keep up with their fellow students. Those students will fall out, and they never will regain their place; never. And that is exactly the foundation of my objection to this programme. I believe this programme infallibly leads to the evil result, that students come here—and I know they come here—in that condition. If afterwards asked how they get on, they say—badly; because the College is above them, and the studies of the College are above them. They find it impossible to keep up with the good students in the class. They do not understand what the professor is saying. They fall out in the race of life, and never gain a good position. There is no man in such an unfortunate position as the man who goes to a good school or college without a good training; because his efforts are blighted for life, and his prospects ruined; and that has been the fate of many a boy who came here.

6608. Rev. Dr. MOLLOY.—With regard to the programme for Greek, have you ever known a student who has attained distinction and yet was incapable of getting up one book of Xenophon and one book of Homer?—I have answered the question in reply to a previous question about the insuperable difficulty some found in getting up a certain amount of mathematics and Greek. I think that is a fanciful difficulty. I do not think there is a student in the world who attains eminence in after life who may not make himself up in the amount of mathematics and Greek required for the matriculation examinations such as is suggested in this programme, or the amount of mathematics, or the amount of Greek, or the amount of knowledge which is required, according to the statements made, in any of the leading colleges, except, perhaps, the London University; for I believe the learned President here thinks that the matriculation examination is equal to that in any of the other colleges.

6609. The calamity suggested is, that if this programme were carried out, students of great eminence might be excluded from a university career?—I believe it is impossible that could occur. There is not a good student, nor a fair student, nor an average student, who could not make himself up in the programme, not one.

6610. The question of matriculation at Maynooth has not been made quite clear. The ordinary Maynooth course is a course of seven years?—Yes.

6611. The lowest class of arts is what we call the class of humanity studies?—Yes.

6612. Immediately above that two years of philosophy?—Yes.

6613. And then four years of theology?—Yes.

6614. And then there is an extra course for distinguished students of three years more?—Yes.

6615. A student presenting himself for examination in Maynooth is at liberty to present himself for any one year of the ordinary seven years course?—He is.

6616. And there is a special preliminary examination according to the course for which he presents himself?—Yes.

6617. Those who present themselves for theology are those who come from other theological colleges?—Yes.

6618. They are a very small proportion of the students entering Maynooth?—Very small indeed. Out of 100 who enter each year not more than five or six perhaps would enter even the lowest class in theology.

6619. A certain number present themselves for the second year's course of philosophy?—Yes.

6620. They come from the better class of seminaries?—Yes.

6621. And they are also few in number?—Comparatively few in number.

6622. What would be the proportion?—Between 15 and 20 per cent.

6623. Then the great bulk of students entering Maynooth enter either for the first year's philosophy or for the class of humanity?—They do.

6624. The great majority of the students who come up for these classes come from schools and colleges in Ireland?—Yes.

6625. From schools and colleges which receive students not only for the ecclesiastical state but also for a secular career?—Certainly. All the diocesan seminaries and colleges do receive them both for the ecclesiastical and secular states.

6626. Therefore, the standard of examination required at Maynooth for a student entering for these classes is a standard attained by a very large number of intermediate schools and colleges in Ireland?—Certainly.

6627. Dr. MAHON.—You said the low standard in this college tended to make students come here before their school work is properly completed?—Yes.

6628. You think the facility of getting scholarships at entrance increases the inducement?—Of course it does.

6629. CHAIRMAN.—Thank you, Dr. Carr, we are exceedingly indebted to you for the valuable information you have given us, and we are indebted to you also for the careful manner in which in all your answers you kept within the limits of the inquiry?—It is unnecessary at the close of this examination to say that, though I may appear to have said things a little hard on the College, I have not the slightest hostility to any one connected with the college: but I have a deep-seated conviction that the higher studies of the Catholic students in this diocese and province are most seriously interfered with by the existence of this college as it is at present constituted.

REV. TIMOTHY KENNY, S.J., examined.

6630. CHAIRMAN.—You are the Rector of the Jesuit College in this town?—Yes.

6631. How long have you been Rector?—Two years, but I have been here for the last ten.

6632. Before being Rector you were connected with the College as a professor?—Yes, I am still.

6633. How long have you been a professor in the College?—Ten years.

6634. What course of education is pursued in the College?—We prepare the boys for the different courses of the Intermediate, senior, middle, and junior grades. Last year we prepared boys for the Royal University matriculation examination.

6635. Are the classes in your College regulated in the same way as in the other Jesuit Colleges in the country?—Yes.

6636. They are the same substantially as they are in Clongowes?—Yes.

6637. Then your head class you would call rhetoric?—Senior grade now.

6638. How many classes are there altogether?—Five.

6639. You do not undertake to prepare boys for the matriculation of the Queen's College?—No.

6640. But, I suppose, from time to time, some of your students from St. Ignatius's College do come to this Queen's College?—Yes; not so many for the last few years.

6641. But some have come?—Some have come.

6642. Have you seen the programme of matriculation in this College?—Yes.

6643. Have you an opportunity of forming an

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GALWAY.
June 14, 1884.

Rev. Timothy Kenny, S.J.

opinion as to the standard of education required to pass the matriculation examination here?—Yes; judging from students who matriculated here during the last ten years.

6644. And also judging from the programme?—Yes.

6645. What class in your college would represent the subjects required for matriculation?—I daresay the junior grade, that is to say, boys who are to pass at the end of the year in the junior grade.

6646. Forming your opinion, both from what you have known of the qualification of the students coming up here, and from a perusal of the programme, what would be your opinion of the standard of education required for matriculation here?—I am forced to say that I think it very low.

6647. You mentioned some of your boys who came here?—Yes.

6648. How were they prepared when they left you?—For the last few years very few of our boys have come here, and the majority of those who came got honours at entrance.

6649. Can you give us, without mentioning names, the educational attainments of the boys who left your school and matriculated here?—I have one very distinctly before my mind, and he came from the fourth class.

6650. What we have done in the other colleges, where instances of this kind occurred, is, we asked the witnesses to hand us in the names for the purpose of identification?—I suspected that this would be necessary; I have there the names of two students to whom I allude, and in the order I allude to them. (*Hands in a paper.*)

6651. In what year was the first?—I cannot exactly say. Even if I could, I should not like to mention it. This is a small place, and the student would be known.

6652. Would you have any objection as to the second name you put down there?—I dare say it is six years since he was with us; he was in a class corresponding to a class we now have below the junior grade class.

6653. Did he matriculate?—He did.

6654. Did he get a scholarship?—No; he came to us in September, commenced Latin, Greek, and French, and in the October of the following year he matriculated here.

6655. Would he have gone in for the junior grade in the Intermediate with any chance of success?—No, we should not have let him; he could not have passed in Latin or Greek. He might have had a chance of getting a pass in English.

6656. When did the second name leave your school?—A year before.

6657. What class was he in?—A class equivalent to the junior grade. He came from a higher class.

6658. What were his qualifications?—I do not think he would have passed for the junior grade at all in any subject. I say that having some experience of those who have passed and those who were rejected. I do not think he could by possibility pass.

6659. What did he do here?—He matriculated.

6660. Did he get a scholarship?—No.

6661. I suppose you have prepared boys for the matriculation of the Royal University?—Yes.

6662. How many?—Last examination three.

6663. Do you know what standard of education is required to pass the matriculation in the Royal University?—Yes, I have the programme fairly before me.

6664. And have prepared boys for it?—Yes.

6665. Did they pass?—Yes; one got honours in Greek, and the three passed.

6666. What class would they come from?—Middle or senior grade I should say; I should say senior.

6667. You are able to compare the standard required for matriculation in the Royal University and here?—Very clearly.

6668. In your opinion is there any difference between them?—There is no comparison at all. The difference is very great, not simply in the programme, but in the knowledge necessary to pass a boy in the Queen's College, compared with that which is necessary to pass him in the Royal University.

6669. Do you wish to convey that the Royal University is much more difficult?—Certainly.

6670. That the standard of education is much higher?—Certainly, the amount of work that boys must go through to prepare for the Royal University is much greater.

6671. Do you think it is desirable in an educational point of view that a boy should enter on a college course with such little knowledge as is necessary to matriculate here?—It is very ruinous to the boy and to the schools of the province too. The first boy I alluded to would have continued at school and got a fair education, whereas he came here perfectly uneducated.

6672. And built in your opinion to avail himself of the advantages offered by this College?—I do not think he could have availed himself of the lectures of the professors.

6673. Dr. STONEY.—Did either of those students graduate in the Queen's University?—I think the first did and the second did not. The second gave way afterwards. Of course I lost sight of the boys afterwards.

6674. Rev. Dr. MOLLOY.—I understand you to say that of your own knowledge you do not know if they graduated here or not?—No.

6675. Dr. STONEY.—I do not find from the University Calendar that either of them graduated?—Likely.

6676. Rev. Dr. MOLLOY.—I think you said you thought it was very injurious to the educational prospects of a boy that he should be admitted to a university college imperfectly prepared in school work?—I think it interfered very much with his prospects in life afterwards.

6677. Do you think that if these students failed to graduate, that fact would confirm the opinion you formed?—I dare say.

6678. The natural result would be failure?—I remember one of them failed the first sessional examination afterwards.)

6679. Their educational prospects were injured because they came here before their school work was done?—I think so.

Thomas H. Rowney, esq., PH.D.

Professor THOMAS H ROWNEY, D.SC., PH.D., EXAMINED.

6680. Dr. MARSTON.—You are the Professor of Chemistry in this College?—Yes.

6681. What is the number of students attending your class?—This last year it was seventeen. I have two classes—a general class and a practical class.

6682. I suppose the majority of your students were in the medical faculty?—They were.

6683. Has there been any falling off or otherwise in respect of the numbers attending your classes?—Yes; in 1881-82 I had about sixty students in class; in the next year the number fell to eleven; this year it is slightly increased, the number being seventeen.

6684. Can you assign any reason for this fluctuation?—I suppose it is owing to the disturbed state of the country, and also the constitution of the Royal University.

6685. In what respect would the constitution of the Royal University affect your school?—Formerly, in the time of the Queen's University, those who wished to take a degree in medicine were obliged to pass a certain time in one of the Queen's Colleges; now they can obtain their education anywhere—they are not obliged to come to the Queen's Colleges.

6686. Have you all the appliances you require for lecturing and teaching chemistry practically?—Yes.

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6687. We have heard something to the effect that the end of medical training is the relief and cure of diseases and wounds. There is another end recognised at the present day—namely, the prevention of disease. By that I mean sanitation—hygiene?—Yes.

6688. Can you tell us anything about the training of your students in the analysis of air, water, and food, for the purpose of applying hygiene practically?—There is no class for it at present.

6689. Some of them would possibly become officers of health in different districts in England and this country. Do you make your instructions in practical chemistry bear on that at all?—No, there is no time for that. There ought to be a special class for that.

6690. Do you think that there should be a special class for it in all medical schools and universities?—I think it would be better.

6691. You consider it would be a desirable thing in university training?—Yes.

6692. There is no professor of hygiene here?—No.

6693. Do you think it would be a good thing to have one?—I do not know whether there would be sufficient students to make it worth while.

6694. You have all the appliances necessary for teaching practical chemistry as ordinarily understood?—Yes.

6695. Are you satisfied with the regularity of attendance at your lectures, and how do you test the knowledge of the students?—They come in at the sessional examinations. Then there are certain substances given to them for analysis, and they work at that.

6696. Under your personal surveillance?—Yes.

6697. The accommodation has been complained of elsewhere; have you sufficient for your purpose?—At present I have, but at one time I had not. I was obliged to divide the class into two; in fact, to have two classes.

6698. Do you think there is any demand for technical or applied science in Galway?—I think not

6699. There would be no good in thinking of affording an opportunity of that kind?—I think not.

6700. Are you satisfied that the preliminary education and intellectual training of the men who come here are such that they can profitably avail themselves of the opportunities you offer them?—Yes.

6701. You are quite satisfied in that respect?—I am.

6702. CHAIRMAN.—You also lecture on medical jurisprudence?—In toxicology.

6703. Dr. MARSTON.—And only medical students attend it?—Yes, only medical students.

6704. I observe by the report that you do not get any additional remuneration for your course of lectures in medical jurisprudence?—The Council allow a certain sum, and we get the fees.

6705. Professor JACK.—You mentioned that your general class contained seventeen students?—At present.

6706. You have two classes?—Yes, the practical and the general.

6707. Are the seventeen students who attend the general the same as those who attend the practical?—No; the general class is the first year's students, and the practical is the second year's class.

6708. How many students in the practical class?—I think ten this time, but in addition to that now, from a regulation of the Royal University, those arts students who want to compete for honours must pass in a practical examination, and consequently I have some arts students attending as well.

6709. In addition to the ten?—In addition to the ten.

6710. How many arts students, for instance, have you attending practical chemistry in that way?—Two this year.

6711. So that the general order that students take is, they attend the general class in the first year and the practical in the second year?—Yes.

6712. In the main, every medical student has to attend two classes in two years, one practical and one theoretical?—Yes.

6713. A student attending the general class alone would have his chemical education imperfect?—Yes, they must pass through the chemical course, as they are examined practically at the Royal University.

6714. They must pass in the practical course?—Yes

6715. At other examining bodies, what is the practice?—I do not know.

6716. I dare say you could give the Commission a brief description of your laboratory and appliances?—I do not know that I could describe them very well.

6717. Dr. MARSTON.—As the Professor of Chemistry, and having a knowledge of what the requirements are, are you satisfied that they are adequate to your wants?—Yes.

6718. You have all the appliances and personal aids necessary?—Yes.

6719. Do you want the personal aid of an assistant?—Not just now.

6720. With regard to your chemical apparatus, you are quite satisfied that you can teach practical chemistry well?—Yes.

6721. You have no doubt about that?—No

Professor JOSEPH LARMOR, M.A., D.SC., re-examined.

Joseph Larmor, esq., M.A., D.SC.

6722. CHAIRMAN.*—You were anxious to hand in to the Commission a statement in writing as to the course you adopt in the work of your department?—Yes. [*Hands in a paper*]

6723. Does this accurately represent the course of lectures and class of work that is followed in your department?—Yes.

6724. Does it apply to the present year, or may we take it that it is the usual course you have adopted since you were appointed?—I have described one class, but, as I have pointed out, it does not exist in the present year for want of students—No. 5 Class. It does not exist in the present session.

6725. Is there anything else you wish to add to your evidence of yesterday?—I was asked about a student of the College who went to Cambridge yesterday. I stated then that the result of the mathematical tripos would be put before the Commission. I got a telegram this morning when the results were published, and the student who was attending here the four years before he went to Cambridge, is now sixth wrangler of the University of Cambridge There is another Belfast student eleventh wrangler. This will be verified by to-day's *Times*. This student, when he presented himself in 1880 at the Queen's University, obtained second class honours in mathematical science. I mention that merely to point out that he is not an exceptional man, that he is merely a representative of one class of students in those scientific subjects that we have in the Queen's Colleges.

6726. Professor JACK.—With regard to the position of sixth wrangler, would that be considered at Cambridge a fellowship degree?—Yes.

6727. Professor Chiton of Oxford took the same degree?—Yes.

6728. It is in the nature of a fellowship degree?—Yes.

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GALWAY.
June 14, 1884.

George J Allman, esq., LL.D., D.SC., F.R.S.

Professor GEORGE J. ALLMAN, LL.D., D.SC., F.R.S., re-examined.

6729. CHAIRMAN.—You wish also to add to your evidence?—I wish to make my evidence more precise with regard to a matter asked by Dr. Molloy yesterday.

6730. Just so. Proceed, please?—He asked me whether I did not confer with the mathematical fellows of the Royal University with reference to the scholarships.

6731. That is not very material, unless you wish to explain it?—Here is what I wish to be put down, that I am now, on the whole, satisfied with the course of mathematics at all the examinations of the Royal University, with the exception of the course of mathematics for the first university examination in arts, with which I am not satisfied. In point of fact, it is lower than our sessional examination of the first year has always been in that subject.

6732. That is, that the first university examination in arts, as far as mathematics is concerned, is too low to meet your views?—Yes; I feel very sore, too, on that subject, because I was lecturing my class here——

6733. Unless it bears on the subject of our inquiry I would rather that you would not go on?—It does, because the students go up who were attending the lectures.

6734. If you think it does we will take it?—I do. When I asked certain questions which I always asked here at the sessional examination, the students told me it was not in the course of the Royal University, and it has always been part of the course of mathematics at the first sessional examination. They gave up attending my lectures at the end, and that was the reason.

6735. Would not that induce students rather to go to the Royal University than to stay away?—I am talking of the first university examination.

6736. Yes, I know you are?—I am merely taking the mathematics for the first university examination.

6737. Yes. We found all through our inquiry that the first examination in arts was the great stumbling block in the way of medical students?—Yes, because this was introduced for the first time.

6738. You say, now, that the first university examination, as far as mathematics is concerned, is very much easier than it is here?—I am talking of arts students. You have hit the very reason of the thing. In the Royal University they have obliged, for the first time, and very properly, I think—I quite agree with it—they have obliged all students to take a certain amount of arts education, and to do so they let down the first university examination lower than they would have done for the arts students.

6739. Is there anything else you wish to state?—With reference to what I said as to the pains I have always taken to teach the students, I would wish to add the statement, that to teach the elements well in any science, is the most difficult part of that instruction in that science.

6740. Do you not think that as far as the elements of science are concerned, they ought to be acquired before the student begins his university course. Ought not the elements of science be acquired, in fact, in the school course?—I can back up my statement by very high authority.

6741. Of course you have a perfect right to explain your answer. It seems to me to be rather ambiguous. It would appear at present as if you have to teach your students the elements of mathematics.

Dr. STONEY.—The elements of a mathematical science are very different from elementary mathematics. Professor Allman is Professor of Mathematics, and he is speaking of the very difficult task of teaching well the elements of the several sciences he is professor of.

CHAIRMAN.—The "elements of mathematics" is an ambiguous expression, and you have a perfect right to explain it?—To teach well, we will say the elements of geometry, to teach well the elements of any branch of science, is the most difficult part of instruction in that science unless indeed you go to the highest level of the knowledge of the present day in that science. It is by far more difficult than to teach the intermediate part, because, in order to teach the elements well, you must know both the beginning and the end; you must know what the progress is, too, because it is that which clears up the darkness of the beginning. Further, I venture to say that to teach well the elements, in the higher sense of the word, would involve on the part of the teacher a knowledge of the history of that science. I attach the highest importance to this. It would involve a knowledge of the history of the science, because the difficulties that the student meets with in the different steps of the science are precisely those that our ancestors, it may be some thousands of years ago, met with, and it is the person that understands the history well who can remove these difficulties.

6742. Therefore your pass course must occupy a great deal of attention?—Yes.

6743. In the first year how do you find your students. Are they, as a rule, prepared in the elements of mathematics?—I stated to you yesterday that I have exercised an absolute veto in the entrance examination. I have said that I cannot admit to my class in mathematics students that cannot follow my lectures. With respect to the medical students who do not attend lectures in mathematics, they should not be allowed to enter the College unless they were able to follow the lectures of the Professor of Natural Philosophy whose lectures they are obliged to attend.

6744. In answer to Professor Jack you stated something as to the maximum and minimum in science scholarships?—Yes.

6745. And you were good enough to hand in the returns?—Yes.

6746. On looking at these returns I find for the scholarship of the second year in 1882-83 that the maximum mark was 85·75, and apparently one scholarship was awarded on a minimum of twenty-five per cent.?—That was one of the things I wished to be examined about. Here it is: At the scholarship examination of the second year I have always set two papers, though the number of students was very few—two papers of three hours each. The first covered the whole course; the second consisted of exercises on other problems or very difficult questions. I have recommended a scholarship to be awarded to a student who answered half the first paper, even though he failed in the problems. The return there adds the two together and halves it, so that what was in reality an answering of fifty per cent. on the first paper, would appear in the whole examination to be twenty-five per cent., whereas the student might be very good indeed, and not answer a single word in the problem paper. I have all these papers and returns.

6747. In that year, 1882-83, for the second year's scholarship in science there were five scholarships, five competed, and each got a scholarship?—Yes.

6748. The first of them got high marks, 85·75?——Yes.

6749. How many of them, if any, got below thirty, except the man who was at the end of the list?—I had all the returns yesterday. I have them in the next room.

6750. But the average is a most delusive thing. It is quite consistent with one man getting 85·75, and another thirty?—I think not. It is quite consistent with the returns. If one man got 85·75, and the others thirty, you must add them all up and divide by five.

6751. But still 54·65 must be got by adding. Nobody could have got below twenty-five, but the evidence was that they were expected to get more than thirty and forty per cent.?—Yes.

6752. Professor JACK.—I understand Dr. Allman to be explaining at the present moment, that with regard to the man who got the lowest marks, the way in which he got the lowest marks was that he got fifty

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George J. Allman, esq., LL.D., D.Sc., F.R.S.

per cent. on one paper, which, in Dr. Allman's judgment, was a competent paper. The man who got 100 per cent. on that paper would be entitled to score 100 per cent., but the second paper was the higher honour?—I do not know if that applies to that case.

6753. CHAIRMAN.—Let us have the marks?—Yes.

6754. Professor JACK.—A question was put to you with regard to which you gave us an answer about teaching men the elements of the subject, and you included in the word elements the subjects of mathematics beyond the matriculation examination of the Royal University. For instance, the matriculation examination of the Royal University covers up to a certain point in mathematics?—Yes.

6755. When speaking of teaching the elements you were speaking of teaching subjects which are beyond that range?—Not beyond in one sense, because the most difficult examination could be given on the most elementary branches of learning; for example, there is the subject of incommensurable quantities, that has been always a great difficulty. Plato in one of his works says that he is ashamed of his own ignorance, and indeed of the ignorance of all the Greeks: "In point of fact," he says, "they are more like hogs than men," and the thing that he pointed out is the ignorance of incommensurable magnitudes, a subject that he had only learned lately. It is a subject for example that I take the greatest pains to teach to the men. I try to bring it down to their level in my lectures on the sixth book of Euclid: this is only one case of many.

6756. I understand the Royal University goes in for as many books of Euclid as the College?—At the matriculation, yes.

6757. When you spoke of the elements of mathematics I do not know whether you would include the six books of Euclid?—Yes, I lecture on six. Our entrance examination—this is very important—in mathematics, the examination in this College is now and has always been precisely the same as the examination which is appointed for the matriculation in the Royal University.

6758. Is now and always has been?—The examination for matriculation in mathematics—I attach the highest importance to this—is now and has always been precisely the same as the examination in mathematics at matriculation in the Royal University. Our course for matriculation in mathematics is to be found at page 11 of our prospectus, that of the Royal University is to be found on page 191, and if you look at the two they are precisely the same, the words are different. It is very important to understand that, and that is the course on which I have always claimed the right, and it has always been granted to me, no matter how a student has answered in Latin, Greek, or other subjects, I claim the right to reject him in mathematics if he does not show sufficient knowledge to enable me to state that he is able to follow my lectures.

6759. When you speak of teaching the elements of mathematics, with regard to Euclid for instance, you would go beyond two books, and would include six books, and in the same way with regard to algebra you would go beyond the programme required for the Royal University?—I do not teach for matriculation examinations of the Royal University, what I teach is for the first university examination, and the six books are there.

6760. But in teaching the elements that you were speaking of would Euclid and algebra be beyond the programme for matriculation?—Certainly, and arithmetic. I treat arithmetic as a branch of science, but at most examinations you will not find questions of that sort. They have always been asked here.

6761. You were good enough to prepare a table showing the number of pass and honour students of the first, second, and third year's classes, from the year 1878–79 down to the present?—Yes.

6762. We may take that as correct?—Yes, I can vouch the accuracy of it.

6763. Rev. Dr. MOLLOY.—When you spoke of the difficulty of teaching the elements of science I think you said that to teach the elements is the most difficult part of a teacher's work?—I said that to teach it well—I attach the highest importance to that little word "well."

6764. Do you mean to suggest by that a student should come to a University College without knowing the elements of Euclid or algebra?—Certainly not.

6765. Then, as far as Euclid and algebra are concerned, you mean that the work to be done in teaching the elements of these sciences is difficult?—I do, because to do it well, in the sense of my meaning of the word well, is a very difficult work, very difficult indeed. I do not commence with the third book. I commence *de novo*. I build from the foundation in everything.

6766. I think the Commissioners are satisfied that your system of teaching is exceedingly good. You said you were not quite satisfied with the programme for mathematics at the Royal University?—What I said yesterday was, I wished them to be toned up a little, and then on thinking it over I limited it to this examination—to the first university examination.

6767. That is what I was going to ask you—you limited it to this examination?—The course is sufficiently difficult I am sure.

6768. We have been told that the first university examination is one of the greatest obstructions that the Royal University has placed in the way of medical students?—No doubt. Latin is a great obstacle.

6769. Are you not of opinion that it would be desirable to raise the standard of education?—In mathematics it would be most desirable for arts students.

6770. The Commission has learned that you have large experience of the working of Trinity College, Dublin?—Yes, my experience in Trinity College, Dublin, was before I came to this college—before 1853.

6771. You have also had experience of the late Queen's University and the Royal University?—In the Royal, not as examiner, as you know, as a member of the senate and standing committee.

6772. You heard the opinion expressed yesterday by Professor Larmor, that no university college could live in Ireland, unless it had a large provision of scholarships in addition to the exhibitions that its students may win at the Royal University?—Yes.

6773. Do you concur in that view?—I think that without scholarships not only in this country but in any country in the world, the country would suffer the greatest loss. Some of the most eminent men would never have come to the fame they did. I could mention hosts of them. Linnæus, for example, would never have been the man he turned out to be, only that he got a Royal scholarship.

6774. The opinion expressed was that no university college could live in Ireland unless it had a large provision of scholarships in addition to the scholarships of the Royal University?—Live is figurative language. I would rather use my own language.

6775. Take the substance of the expression—do you concur in the opinion or do you not?—I concur in that opinion.

[Professor *Larmor*.—May I explain: I did not use the adjective "large."]

6776. CHAIRMAN.—You take exception to Dr. Molloy's version of your evidence yesterday; you wish to leave out the adjective large?—[Professor *Larmor*.—I did not use the adjective large; I simply used the word scholarships.]

6777. Dr. STONEY.—The whole process by which the marks are computed must be scrutinized before the value of them is at all understood?—Certainly.

6778. Are you aware that in other examinations at which problems are set as well as book questions, as, for instance, at the examination for the degree in the University of Dublin with honours in mathematics, the per-centages which deserve the highest class of honours—the senior moderatorships are found to extend down to twenty-five per cent., and sometimes lower?

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GALWAY.
June 14, 1884.

George J. Allman, esq., LL.D., M.SC., F.R.S.

6779. It was given in evidence by Professor Malet?—I believe it is the case, but I do not know that it is the fact. I know this as a fact, that at one examination, where all the medals given were gold, the highest candidate, who has become a most distinguished man since, got about 195 marks. I do not know what was that per cent. They never told us what the per centage there was. The gold medal was given for 80 marks, so that the examiners in testing men in Trinity College, (Dr. Salmon, one of the most distinguished men in Europe, was one of the examiners), gave the first gold medal for 80 marks when the first candidate got 193, and he did not clear the papers, you know, nor any thing like it.

6780. Professor JACK.—You have not any information of what the total marks were?—No. There is another matter which was alluded to yesterday. I stated that since 1854 the students of this College got eleven first-class and seven second-class in the Queen's University examinations for the B.A. degree in mathematical science. This gentleman who got sixth wranglership in Cambridge was one of the seven; he only got a second class, and from my knowledge of the man I was quite disappointed that the candidate only got a second; and with two or three other candidates I was equally disappointed at their only taking out second classes. In point of fact the examination was most difficult; the questions set were very difficult; we were criticized by distinguished men at the other side of the water for asking such hard questions.

6781. CHAIRMAN.—You say that the gentleman who succeeded in Cambridge got the medal at the B. A. examinations?—In 1880 he got a first honour in experimental science and a second in mathematical science, so that he took two distinctions.

6782. Professor JACK.—With regard to other students who got gold medals, these are the results of teaching in Galway. Are you able to institute any comparison between them and this gentleman who has distinguished himself in this way. At the time when they distinguished themselves at the Queen's University would the fact of the gold and silver medals being awarded, indicate their general ability strictly?—In some cases as in this, I was disappointed in the result. I knew they were all educated well in mathematics. Mr. O'Byrne Croke was one of the most brilliant students I ever had here and he showed the greatest mathematical talent in solving difficult questions, yet he only got a second in the Queen's University. There are other cases as well.

6783. With regard to your own practice in dealing with students is your attention given chiefly to the honour men, or chiefly to the pass men, or do you feel that the attention you give the honour men prevents you devoting due attention to the pass men?—I give the fullest attention to both. They are lectured in separate classes; there is a pass class and an honour class. The pass lectures are, however, so good in the way I explain, I endeavour to explain, the principles that the honour men attend them also. The honour men attend the pass subjects as well until I come to the subjects that I have already treated in the honour course.

6784. Dr. STONEY.—Whether do you place more dependence on the result of an examination or the result of such knowledge of the students as you acquire from contact with them?—The difference is infinitely in favour of personal instruction, daily preparation and examination of the work done, solving problems day by day, and giving work one day to be answered the next day—there is no comparison.

6785. This is because of the uncertainty of examinations in representing the real place of the candidate?—Certainly.

Joseph P. Pye, M.D., M.CH., D.SC.

Professor JOSEPH P. PYE, M.D., M.CH., D.SC., Professor of Anatomy and Physiology, re-examined.

6786. Dr. MARSTON.—Do you wish to add something to your evidence?—Just one statement with regard to the extent to which my students present themselves at the Royal University. I wish to add to what I said that for certain reasons connected with the system of the medical examinations I and other medical teachers that I know consider we cannot recommend students to go to the Royal University with the same confidence that we could recommend them to go to the Queen's University.

6787. CHAIRMAN.—We must ask you to be good enough to state what are the reasons you refer to?—I do not call them defects.

6788. Well reasons?—The reasons are that in my opinion the responsibility connected with the passing of men is removed too much from the examining board and reserved by the Senate to too great an extent. That is to say, that in the case of a medical degree there should be a very large and immediate responsibility resting with the medical examining board, and that any taking away of that or lessening of it lessens the public confidence in the degree and creates distrust in the student's mind.

6789. Do you mean the medical board should decide whether a student should pass or not, and that no power should be reserved to the Senate?—No; the Senate has formally the entire power, but to set aside the judgment of an examining board either as to the fitness or unfitness of a candidate should be a very exceptional thing indeed.

6790. With reference to the accommodation in the union hospital, is the accommodation available for students now as much as ever it was?—Not in the current session.

6791. There was a Dr. Clayton in the Union hospital?—Yes.

6792. Had the students, while he was alive, an opportunity of attending clinical lectures over a greater number of beds than now?—They had the advantage of being taken round a larger number of beds than now.

6793. How many?—Sometimes about half as many more.

6794. When did Dr. Clayton die?—Within a year or so.

6795. Since Dr. Clayton's death, has there been a Doctor appointed in his place?—Yes.

6796. Since the appointment of his successor, have the students an opportunity of getting clinical instruction at the same beds?—No arrangements have been made with Dr. Clayton's successor; the thing is in a state of transition.

6797. Is it a matter of fact that students in the last session had not the advantage?—It is.

6798. Was there any direction given by the College they should not attend, or was it simply that no arrangement had been made with his successor?—No arrangement had been made with his successor.

6799. Dr. MARSTON.—What is the number of patients in the union hospital?—The return is in preparation, and will be here in a moment. I would say 100.

6800. Clinical instruction is given there?—Yes.

6801. Am I to understand that you consider it a very important thing for a professor to have opportunities to illustrate his lectures at the bedside?—I think it is of great importance.

6802. There can be no doubt that the teaching staff in a medical college should have, if possible, the teaching in the hospital?—There can be no question of the importance of it.

6803. CHAIRMAN.—Just to make it clear—do you mean that there was twice as much accommodation or opportunity for bedside teaching in Dr. Clayton's time as now?—The wards are divided into two sets, one for each medical officer.

6804. Dr. MARSTON.—You have no special ophthalmic hospital?—No.

6805. Or an hospital for mental disease?—No.

6806. Professor JACK.—I asked a question of the Registrar, which I repeat to you: you have more practical intercourse with the medical students than

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any other professor in the College. We have had our attention called to the number of students who have matriculated in the Queen's University, and whom we cannot trace in the list of the Royal University. Have you any information with regard to these students. Can you state of your own knowledge or approximately state what these students whom we do not trace in the programme of the Royal University are doing?—All the students are reading for some examining board or another. The professor of anatomy has opportunities of learning the intention of students on account of the time spent in the dissecting room. There is no such a thing as a medical student studying, without an intention of presenting himself at some examining board or other.

6807. Look at the copy of the return, page 6. I notice that a considerable number of the students who appeared in 1882, and passed the first examination in medicine in the Royal University, do not appear to have proceeded, or to have passed the second examination in medicine in the Royal University, in 1883. Do you know with regard to these students whether they are changing their ideas, and presenting themselves at licensing boards. For instance, in the "return passed" under the first University examination, page 6, the names of Mr. Richard T. Condon, Mr. Thomas B. Costello, Mr. J. F. Egleton, Mr. Samuel Horneck, and Mr. Neil M'Bride. These gentlemen appear as having passed the second University examination in medicine, but I do not get the names of the others?—It is rather usual for students to pass the second University examination in Ireland, and then to go to Scotland.

6808. It is usual to pass the second in Ireland?—Yes.

6809. And these students are students who passed the first University examination in 1882, and all except the gentlemen I have named, do not appear to have passed the second in 1883?—I should say some of them are reading for the second. A little delay takes place very often in a medical student's work. He does not feel prepared to present himself.

6810. The course they usually take—four years—is protracted?—It is more frequently five than four; and as to attendance on lectures here, my lectures on anatomy and physiology are nominally to be attended twice, but students often take four courses of anatomy and three of physiology.

6811. An additional importance has been attached recently to the study of anatomy by all the medical boards?—It has always been pretty well looked after in Ireland.

6812. Dr. MARSTON.—Do you teach histology?—Yes.

6813. Professor JACK.—Do I gather that the students who go forward for examination practically attend five years?—A five years' course is more usual.

6814. Even in licensing boards?—Even in licensing boards.

6815. That is, they distribute their time in five years?—They may complete the curriculum in four years, and still do something in the fifth to be more prepared.

6816. It has been often said the necessity for travelling to Dublin, presenting themselves at Dublin for oral examination on repeated occasions, is a barrier in the way of students—what is the amount of travel to licensing boards, taking any one of the licensing boards that is required—is it larger or smaller?—As regards medical qualification, the travelling to any portion of the United Kingdom would influence a student very little.

6817. Rev. Dr. MOLLOY.—Look at the foot of page 1 of that return. I understood yesterday, from evidence given by the Registrar, that this return gives us information as to the number of years these students have been engaged in the study of medicine, but it does not give us any information as to the progress they have made in their medical studies?—I do not think it would be possible to speak of the progress.

6818. Am I right in that?—I did not hear the evidence of the Registrar.

6819. In this return the students are classed as first, second, third, and fourth year's students: the information given in it is precisely this—the number of years that the students have been engaged in the study of medicine?—Yes.

6820. But it does not give any information as to how far they have progressed in the direction of getting a licence or degree?—I must qualify a previous answer—progress may be estimated by examinations passed, or by the teacher's knowledge of a student's work.

6821. Does this list give any information on either point?—No information on either point.

6822. Can you, from the intimate knowledge you have of the students, give us any information as to the progress they have made in the direction of getting a licence or degree?—It is almost impossible to do that, unless one takes up the case of each student separately. There is a large discretion as to the order in which they take subjects. Taking one man with another, there is a very wide range of choice. One man may take a course of lectures in the second year, another that course of lectures in the third year. There is no definite yearly programme laid down; there is a large range, so it is almost impossible to answer a question of the kind you put generally.

6823. In the note which is prefixed to this return it is stated that the queries sent by the Commissioners cannot be answered, "inasmuch as the courses of medicine in this College are not arranged with reference to the Royal University, or to any other licensing body in particular." From this statement, combined with what you have just said, am I right in supposing there are certain courses of medicine taught, and the students are free to go to any one or other without reference to the number of years they have been engaged in the study?—That is so; the only compulsion is in the case of scholars, who are bound to take the courses in a fixed order.

6824. It may be that some students in the third and fourth years have not yet passed any examination towards their degree or licence?—It is very possible, but it is unlikely.

6825. Professor JACK.—Is there any sessional examination for medicine, as there is for arts?—There is; it is not compulsory, except in the case of scholars or exhibitioners.

6826. I understand from your answer to Dr. Molloy that though the students appear in the second year, it is not to be inferred that they have passed the sessional examination in the first year?—It is not.

JAMES PERRY, esq., M.E., Q.U.I., examined.

James Perry, esq., M.E., Q.U.I.

6827. CHAIRMAN.—Are you a matriculated student of this College?—No; I am a Belfast student. I graduated in 1873 in the Queen's University, taking an engineering degree.

6828. You have a B.E. degree?—I graduated B.E. in 1873; I am now M.E.

6829. Did you attend your course in Belfast?—I attended three sessions in Belfast and one winter in the Royal College of Science, Dublin.

6830. And you took your degree from Belfast?—Yes.

6831. You did not attend any lectures in this College?—No.

6832. Were you an arts student in Belfast?—I was not.

6833. You simply passed a matriculation, then devoted yourself to the engineering?—Yes.

6834. Who was the professor?—Professor James Thomson was the professor in engineering. Of course we have to attend what may be considered an arts course, with the exception that we have no classes in Latin and Greek, and we did not attend English classes, although we passed the English examination at matriculation.

6835. What facts do you wish to lay before the

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GALWAY. June 14, 1884.

James Perry, esq., M.E., C.E.I.

Commission with reference to the engineering course in the Belfast College?—The facts I want to draw attention to principally are—first, I prefer to answer any question the Commissioners may ask.

6836. The difficulty we labour under is this:—We have not any precis of your evidence, or an idea of the evidence you are anxious to offer, and, therefore, I would be very glad you would, in your own way, bring any facts before us you think material or within the scope of our inquiry?—I have had much experience of examinations. I have been examined by the Science and Art Department, South Kensington, by the Civil Service Commissioners; Royal College of Science, Dublin; and I have been very much examined in the Queen's University, so that I think I can give you some information as to the relative distinguishing qualities of the examinations.

6837. Do you wish to bring before us anything as to the standard of education, so far as the engineering school is concerned, as it was in Belfast when you were there?—Yes, as compared with other places where I had experience, the standard as shown by the examinations.

6838. Then take your own course, we will be happy to hear what you have to say?—In my opinion the standard of examination in the Queen's University is above what I had from the Civil Service Commissioners for a county surveyorship. I am county surveyor for the West Riding of Galway. I say the engineering examination was higher than anything I got in the Civil Service examination.

6839. When did you pass the examination in the Civil Service?—I am six years county surveyor.

6840. And you took your degree in 1873?—Yes. I want also to say that I never had any grinder for my examination.

6841. That is, you passed your examination for engineering for the Civil Service on the knowledge you acquired in the College?—Yes.

6842. And you say the examination was not so severe?—Not as severe as my examination in the Queen's University.

6843. One would naturally expect that the examination for a county surveyorship would be of a scientific character?—Of a scientific character. It is altogether on the same lines. An engineering course here is exactly what is required for a county surveyorship examination.

6844. Had the examination that you passed at the College of Science any relation to the same subjects you were studying?—The course in the College of Science for engineers is pretty much the same; the only difference is that they have botany in addition to the Queen's College subjects.* I know an eminent engineering firm in London where they employ three medalists of the late Queen's University, and where they are not inclined to take anybody else if they can get an honour man of a Queen's College.

6845. You give that evidence as showing the commercial value of the honour degree of the Queen's University?—Yes, as to another point. The Royal University has very much, in my opinion, upset the engineering class established in Belfast.

6846. You have had no practical acquaintance yourself of the Royal University?—I have none; but from what I know of the programme of the Royal University it can have no other effect. When I was a student of Queen's College, Belfast, I knew as fellow-students, at least five going on for an engineering degree, of whom three became first honour men in degree examinations, and two of them became second honour men. I say that to show how it is possible for a workman student to be a fairly high-class student. Now, the present arrangement of the Royal University would put every one of these men out of the prize list. The limit of age would put them out, but they would also be kept out by the insistance on a knowledge of Latin and Greek.

6847. Were these workmen matriculated students of the Belfast College?—They were in the faculty of engineering. I have a very strong opinion upon the insistance of Latin and Greek. I do not concur with the theory that they are necessarily arts subjects. I would go in for free trade on that matter. Give people any opportunity of choice. I do not believe in squeezing "a right-hand foot into a left-hand shoe". I do not believe in cramming Latin and Greek down people's throats that are not of the shape to swallow it.

6848. In the matriculation for engineering is Latin and Greek, or either of them, one of the subjects for examination?—Neither of them. We were bound to attend lectures in French, but French was not a matriculation subject.

6849. Is there anything else that occurs to you?—I think not.

6850. Dr. STONEY.—You held, I think, a Peel exhibition?—I did.

6851. And graduated with honours of the first class?—I did.

6852. Rev. Dr. MOLLOY.—I think you stated that you have an objection to the programme of the Royal University, because it is of such a nature as to exclude workmen from obtaining degrees?—Yes; I may tell the Commission the impression I have.

6853. Certainly?—My impression is that the Royal University is being shoved in the wrong direction from two sides. First there are a number Dublin University men who do not want competitors with the Dublin school, which has a high scientific reputation, and they do not want a scientific competitor; and then, I believe, on the ecclesiastical side they altogether go in for languages—Latin and Greek—and combine with the Dublin University men to spoil our scientific university.†

6854. Dr. MAHAFFY.—Does the College of Science in Dublin give a diploma in engineering?—It does.

6855. Does that enable a man afterwards to get official appointments as an engineer?—I place very little value on the diploma; but I must not be understood as in any way undervaluing the education given in the Royal College of Science. The work is well done there, but the world in general does not know what value to put on its diploma.

6856. Rev. Dr. MOLLOY.—Is a diploma given by the College of Science accepted by the examining bodies?—Its only value is to show that the student had been there, and the title C.E. is a thing that can be taken by anybody, and I put very little value on a diploma.

6857. What you consider desirable is that the Royal University should alter its standard of general education, so as to enable persons who do not wish to study classical languages to obtain a degree in engineering?—Yes.

6858. Inasmuch as you think a degree is a much more valuable thing for an engineer to have than a mere diploma or a qualification of a particular department?—Yes.

6859. CHAIRMAN.—B.E. is not accepted by the Civil Service Commissioners?—No; it simply means you are a graduate of the university.

6860. Of course it is a mark of high distinction that you have got a degree in the university; is it of no commercial value?—It is this, that people know you have got a university training.

6861. But for a local appointment here, the Civil Service Commissioners do not take it in lieu of the examination?—No. The profession of the Engineer, unlike the professions of Law and Medicine, is not regulated by the State in any degree; and hitherto, owing to the number of imperfectly educated men holding positions of importance (calling themselves "practical men") as civil engineers, a suspicion of theoretical training and knowledge has been rather against a young man in his first efforts to open the professional oyster.

6862. And on the Royal engineering works in India it would not be accepted?—No.

6863. Dr. STONEY.—What you think valuable in it is this that the person who holds it has had a university training?—Yes.

* In the College of Science course pure mathematics is not so thoroughly taught to engineers as at Queen's College, and French is not taught.—G. J. S.

† This answer has reference to the present composition of the Royal University Senate.—J. P.

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6864. Instead of merely having passed through examination boards?—Yes; I may tell you that on this subject at the present time there is going on in the engineering newspapers a discussion about taking the title of engineers with leave or licence of anybody, and there is a good deal of dissatisfaction with the operation of the Institute of Engineers in England. I believe the ultimate solution of the difficulty will be that engineers will be compelled to take a degree somewhere, and I think the Queen's University here, Trinity College, Dublin, and the Scotch universities set a very good example by giving engineering degrees.

6865. Professor JACK.—You objection is rather to the regulations of the Royal University, than to the possibility of workmen getting engineering degrees?—Yes.

6866. You do not offer any opinion as to the propriety of excluding workmen from getting any of the other degrees at all?—I am speaking from my own side altogether.

6867. In the case of the Queen's University the five workmen you refer to obtained engineering degrees?—Yes.

6868. In your opinion it was desirable that men showing the qualifications that they had should obtain engineering degrees?—Yes.

6869. And the regulation of the Royal University would alter that?—It would shut them out altogether.

6870. In the first instance it would shut them out—is there any limit of age?—There is a limit of age with regard to prizes, and of course workmen depend upon their prizes to live while learning.

6871. That is with regard to money prizes?—Yes.

6872. And in addition to that there is a limit which would be an absolute barrier in the way of matriculation?—Yes.

6873. Have you any information with regard to the opinion which the profession entertain of the professional value of the degree of B.E. in the Queen's University and the Royal, or is there time to form an opinion?—There is not time; I do not know that you have any bachelors of engineering in the Royal yet, except the Queen's College bachelors.

6874. Rev. Dr. MOLLOY.—I find that at matriculation in the school of engineering in Queen's College, Belfast, in 1881, the subjects of examination were the outlines of modern geography together with the mathematics required for matriculation in arts?—Yes; and the examination in English.

6875. English grammar and composition; outlines of modern geography and mathematics?—Yes.

6876. I take it that this is the amount of general culture which is required from the engineering students according to that programme?—Yes; but that is a very wide range.

6877. It may be very wide for workmen, but it is plain that the Royal University declines to give a University degree to those candidates who have obtained a knowledge of professional subjects together with that amount of general culture?—I would not object to the Royal University increasing the number of subjects for matriculation. I simply object to their compelling candidates to select Latin or Greek. I do not care about the number of subjects they put down, if they give a candidate a selection to enable him to show a general knowledge. The person who set up Latin as a standard for education is like the person who set up French as a standard: he held that the French were a well educated people, because French children of four years old can all talk French, the Latins, who no doubt spoke Latin at three years old, were well educated. I would rather test the amount than the variety of a man's knowledge. I have myself "passed" in subjects after three hours special reading for the examination. I regard a "pass" anywhere as of small value. It is possible, for university purposes, to select a few subjects of examination, such that if the examination passed is good, it will show the man's knowledge to be sufficiently varied.

6878. You would not object to the large amount of general culture set forth in this programme, but you do object to a classical language?—I do, as being compulsory.

6879. Dr. MARSTON.—You want a sufficiently wide road opened out by the Royal University for engineers, suited to their education, and object in life?—Yes. I want free trade in education.

JAMES A. CAMPBELL, esq., M.A., examined.

6880. CHAIRMAN.—You are a student of this college?—I was. I graduated five years ago, in 1879.

6881. And you were a student in arts?—Yes. I attended four years here.

6882. Did you attend the lectures of Professor Geisler?—I attended all the arts courses, chiefly Professor Geisler's class. I took my degree in his course, modern languages.

6883. You are able to tell us about how many students were in the class with you?—They decreased; but the first year modern languages are compulsory, either French or German. So that all the arts students had to take that. There were thirty members in the French class.

6884. In the second year how many were there?—There were not more than twelve or thirteen.

6885. In the third year?—Generally two or three, so far as I remember.

6888. Were you fortunate enough to win a scholarship at entrance?—Yes, a first year scholarship.

6887. Did you get a second year scholarship?—No; I was in bad health, and did not go in.

6888. Did you get a senior scholarship?—Yes.

6889. In what year?—In 1879.

6890. How many candidates competed?—There was no competition, but what I would like to say is this, that so far from the senior scholarship being a less severe examination than the degree, so far as the course goes, it is more extensive. I got first class honours, and gold medal in modern continental languages alone, whereas for senior scholarship I had not only modern continental languages, but also English language and literature, and French and English history.

6891. How many were there in the class who would be eligible to compete in that year?—There was one other, as far as I remember.

6892. Had that other a second year's scholarship, can you recollect?—I could not say, but of course it was open to the students from the other colleges to come.

6893. We are quite aware of that. I dare say you would have beaten him if he had. You were fortunate nobody did come?—Yes.

6894. You had some experience of the University of Edinburgh?—Yes. I attended there, not to graduate, but I attended divinity lectures, and one arts course.

6895. Did you attend any foreign languages class?—No; I attended the moral philosophy class.

6896. Do you wish then to give evidence as to the general teaching in all the arts classes?—Yes. All the arts classes I am willing to speak of.

6897. Had you an opportunity of knowing what was the standard of education in Edinburgh?—Yes. I think so from my association with the students while I was attending one class—the moral philosophy class—I think I have a general idea of what the standard was, and I can say, in the Queen's College the standard for the average pass man was higher than in Edinburgh University.

6898. What would you say for the honour men?—We must take into account that there is such a tremendously larger number to draw from, but for their opportunities the honour men in the Queen's University compare very favourably with the Edinburgh men.

6899. Am I to infer from that that the honour men in the Edinburgh University were absolutely higher than here?—I could not give an opinion on that. I had not an opportunity of instituting a comparison.

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GALWAY. *June 14, 1884.*

James A. Campbell, esq., M.A.

6900. You do not think you have had enough of experience?—I have not experience enough to speak of the honour men.

6901. Is there anything else you wish to say?—Yes. It was referred to that the Professor of Greek here had to begin to teach Greek grammar. I think that is the case in the Scotch universities too. There was a good deal of agitation in Scotland on the subject of university reform a year or two ago, during which it was shown that practically students did go to Edinburgh University without any knowledge of Greek, and that the professor has to begin at the very beginning; and, therefore, though it should be the case here that a professor should have to teach the Greek declensions he is not in a worse position than the professor in Edinburgh.

6902. When you were in your first year here did the professor teach the Greek declensions?—I could not say. I was in the honour class, and we were reading Greek plays then. About the matriculation examination in Edinburgh University—there is a matriculation examination—if you wish to get your arts degree in three years instead of four, but I do not believe that examination is very much more testing than ours here.

6903. Professor JACK.—Are you familiar with the details of the examination?—Only in a general way, from the students showing me the papers and conversing about it.

6904. CHAIRMAN.—You never saw the programme?—I have, but I never studied it specially.

6905. Professor JACK.—I know with regard to Glasgow: and with regard to the University of Edinburgh, I should be surprised to hear such a statement in reference to that examination. It is not a matriculation examination, but a preliminary, which excuses a man from one year of the arts course?—It is my opinion, which I gathered from the students in conversation.

6906. Is there anything else you wish to say?—I think, as to the teaching here, it practically combines the advantages of the college system with large classes, and the English tutorial system.

6907. You mean the lecturing system?—Yes

6908. Because you never seem to have had very large classes here?—Oh, I meant to say the lecturing system as pursued in Scotland, and the tutorial in England. The system pursued here combines the advantages of both.

6909. From your experience here and having regard to the small number of classes—particularly of the second and third year—would not you say the system here was more tutorial than professorial?—It becomes so in the second or third year in some classes.

6910. Dr. STONEY.—Those that are exclusively honour classes?—Yes.

6911. Such as those you were in?—Yes.

Professor George J. Allman, LL.D., F.R.S.

Professor GEORGE J. ALLMAN, LL.D., F.R.S., re-examined.

6912. CHAIRMAN.—You have obtained some further particulars for us?—I have found what you asked me for. There were five candidates for the five scholarships; the explanation being this, that the fifth man answered remarkably well on the hard paper. There are ten questions and he answered 3¼ on the difficult paper. If you like I will read it. (*Hands in examination paper.*) And furthermore, I have looked into the records, and the answers have not been destroyed, so I am able to tell them.

6913. I do not wish to go into it so minutely as that. I take your opinion?—That is the case.

6914. Professor JACK.—I glanced at what you call the comparatively easy paper. What did he get in that?—He answered the second, that was a problem; he answered the eighth question, and he got ¼ for the seventh.

6915. I can only say that in my judgment the man who did that would have shown a good deal of knowledge. Did he do well in the other papers?—He is a clever fellow, who had not made up his books. He had twenty out of 100 on that paper.

6916. On the difficult paper?—On the easy paper.

6917. He did not do well on the easy paper?—He was not made up in his books. He is a clever man comparing him with another student who got 45 on the easy paper and 12½ on the hard. I made it a rule with respect to these that I would recommend for an honour anyone who would answer six of these questions. This student answered 45. It was not quite the half, but he answered 12½ on the honour paper. What I wish to point out is this—that I could perfectly award the scholarships, and make a difference on that paper alone, but I want my students not to be in a fool's paradise; I want to give them a hard paper for fear they might be too conceited.

6918. Is this set at the beginning of the second year?—Yes.

6919. After one year's training?—Yes, with one year's attending both my pass and honour lectures.

6920. CHAIRMAN.—Do any other of the professors wish to make any further explanation of the evidence which has been given?—

6921. Dr. TOWNSEND.—No. I have handed in the returns you asked for except one that will take a couple of days.

6922. CHAIRMAN.—Any time within the next fortnight will do for that.

Thomas W. Moffett, esq., LL.D.

THOMAS W. MOFFETT, esq., LL.D., President of Queen's College, Galway, re-examined.

6923. CHAIRMAN.—As to your experience of the knowledge of English displayed by students coming up here at their matriculation—you examine them for matriculation?—Yes; and I put an absolute veto on any student who does not possess a competent knowledge.

6924. Please explain what you would require a student to do coming up for his matriculation in English?—In the first place it is well known to the students that I absolutely reject a student who mis-spells.

6925. I see English grammar and composition are two subjects?—Yes, and you will understand that the examination is conducted by writing as well as orally.

6926. Composition implies that?—Also in English grammar. I can give you specimens of the papers.

6927. Is he required to write a short essay?—Yes.

6928. You are hard on him if he does not spell well?—I exclude absolutely.

6929. Did you find you had to reject a number?—The spelling is improved of late years, but I still have sometimes to reject candidates.

6930. You were anxious to give the Commission an explanation of some remarks made by the Visitors of the General Medical Council in 1874. We have considered the matter, and we will be happy to take any explanation you offer?—I wish the Commission to understand this. I may say for myself that, by mental constitution, I am averse to controversy, and I also think that holding office as I do, it is not expedient to enter into controversy; and so it has been my invariable practice not to notice any attack on our system, except it proceeds from some person of recognized position who gives his name, and states something specific. What I mentioned on Thursday was an important thing to notice. It appeared in a Parliamentary Blue Book, and I know it was a good deal talked about. The other charge came from a very high authority but I would scarcely reopen it now, were it not that attention was called to it in Cork. I refer to the statement made by the Visitors of the General Medical Council in 1874. You already possess their statement with reference to the medical examination. Would you wish me to repeat what is stated by them?

6931. Dr. MARSTON.—What they stated about anatomy and physiology?

6932. CHAIRMAN.—I think not. It occurred to me that there were two points in reference to which they

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animadverted on the Queen's Colleges. One was midwifery, and the other the state of the matriculation examinations. I called attention to the fact in Cork, that since 1874 the programme for matriculation in Cork had been altered in the direction pointed out by the General Medical Council, save in one point, that they did not require Latin composition?—It has not been the case here.

6933. At the same time I do not want to shut out the fullest explanation you think proper to give?—I think it is necessary. As soon as this matter came to our knowledge, the Board of Examiners—the Professors of Greek, Latin, Mathematics, and English History and Literature, and Dr. Curtis, who was then associated with the Examining Board—drew up an answer which Mr. Berwick, the late President, incorporated in his report, viz. :—

TO THE PRESIDENT AND MEMBERS OF THE MEDICAL COUNCIL, LONDON.

"GENTLEMEN,—We, the undersigned, members of the matriculation examination board of Queen's College, Galway, having had recently brought under our notice certain passages regarding us, individually or conjointly, as contained in a report put recently forward, more or less publicly by your Commissioners, beg respectfully to address your honourable Board in the following words of explanation and protest. Your Commissioners, in their report, speak in specific terms of the matriculation examinations as carried on in the three Queen's Colleges, of Belfast, Cork, and Galway. Those of Belfast are spoken of as in the main satisfactory, those of Cork as deficient in mathematics, those of Galway as deficient in classics. An estimate so specific and differential would, to casual readers, suggest the inference that the Commissioners had carried on a thorough, careful, and exhaustive investigation into the mode of conducting the examination in all the three Colleges. Whatever may have been done by your Commissioners elsewhere, we, the undersigned can safely affirm that no investigation, direct or indirect, was made by your Commissioners, either in the way of interrogating us, as examiners, or of personally observing our method of examination. Your Commissioners give lists of the classical subjects as put forward for matriculation examination by the three Colleges, and after measuring the lengths of the lists, infer, by a singular method of quantitative induction that Belfast is better than Cork, as having a longer list; and that Cork on similar—or, rather, on only apparently similar—grounds, is better than Galway. The Commissioners appear to forget that they are dealing with an examination that is meant simply as a test of education and mental habit, and not with a competitive examination, wherein the various attainments of many candidates would have to be differentiated and tabulated. The Commissioners state that candidates for the medical classes are allowed to pass in elementary mathematics, although they may be in such a department enable to follow the physical studies soon to devolve on them. The examiner of the candidates for medical classes in this department gives to this statement his emphatic, explicit, and unqualified denial. The other examiners bear him out in this denial, and assert that a rejection in this department, is to their belief, always given for thorough deficiency, and is, to their knowledge, so far as they are concerned, in all cases final and without appeal. They further assert that a rejection in English is also final and without appeal. A rejection in Latin may, in very rare cases, be tided over by extremely good answering in mathematics and English; and the undersigned examiner in Latin can testify from experience that the standard of admittance in this department is as high as in Trinity College, Dublin. A rejection in Greek is more frequently condoned, but only condoned in the case of real good answering in at least one of the other subjects.

"It may as well be added that the Matriculation Examination as conducted in our College, is not a short matter, but an examination that occupies from four to six hours, as the Oral Examinations in Greek and Latin take place while the candidates are answering set papers in English, arithmetic, geometry, and algebra. The Commissioners state that candidates are by us allowed to pass without, in some cases, their being qualified to write or understand prescriptions written in Latin. The Professors of Greek and Latin, as undersigned, believe that a similar disqualification might be predicated of the great majority of classical professors throughout the empire; and that without any doubt it might be predicated of themselves. It may as well be stated that efforts are made by the Queen's Colleges to stimulate classical and mathematical proficiency in candidates for medicine, by the offer of scholarships and exhibitions, to be tried for in the same subjects and papers as the scholarships and exhibitions offered to arts students; and that successful competitors on the medical side have occasionally headed the entire list of combined medical and arts competitors in both departments, literary and scientific. The undersigned therefore beg to repeat with emphasis that your Commissioners have made specific, particular, and differential averments on insufficient grounds, or on no grounds at all, and to add that, in using the term "farce" or "mere farce" to the proceedings of two Colleges, your Commissioners could only have been justified, if, after exhaustive investigation, they had found matters therein incurably bad; although, even under such circumstances, the terms might have been softened upon grounds of ordinary courtesy; but that the use of such terms in regard to Colleges that they never visited, and to Examiners whom they never interrogated, and never even saw, was an unwarrantable outrage upon professional decorum, and a flagrant misuse of their delegated authority. In conclusion, the undersigned beg to state that they are prepared at any future time to carry on their examinations in the presence of any Commissioners delegated by your Honourable Board, and the undersigned have no doubt that any Commissioners, delegated by your Honourable Board, if duly acquainted with the unsatisfactory condition of intermediate education in Ireland, will give the undersigned credit for making their standard of entrance not a "mere farce," but a standard very high indeed, and very creditable to their College, when due regard is paid to the many and grave difficulties over which the undersigned and the Institution to which they belong have no control at all.

"We have the honour to be, gentlemen, your very obedient servants,

"D'ARCY WENTWORTH THOMPSON, M.A., Cantab, Professor of Greek.

"THOMAS MAGUIRE, LL.D., Dublin, Professor of Latin.

"GEORGE JOHNSTONE ALLMAN, LL.D., Dublin, Professor of Mathematics.

"ARTHUR H. CURTIS, LL.D., Dublin, Professor of Natural Philosophy.

"THOMAS W. MOFFETT, LL.D., Dublin, Professor of History and English Literature."

6934. Was any reply ever given to that challenge?—I am not aware that that was ever replied to.

6935. So far as this College is concerned did the visitors ever take up the challenge that is thrown down there?—No.

6936. Dr. MARSTON.—No answer was given to this:—no answer so far as you know was given by the General Medical Council?—No.

6937. But so far as the examinations in anatomy and physiology are concerned, they spoke very highly?—Very highly.

6938. Rev. Dr. MOLLOY.—I should wish to ask you whether you concur in the opinion expressed to-day, by Professor Allman, and yesterday, by Professor Larmor, that from your experience of university and collegiate work in Ireland, no university college could live, unless it had a provision of scholarships?—Quite so. In fact so strongly am I of that opinion, that I think a large extension of scholarships in the Irish colleges would be useful.

6939. Professor JACK.—May I ask whether in your experience you have had any difficulty in attending fully to the pass men, in consequence of the amount of attention you required to give to the honour men?—No; and I take this opportunity of saying that I have very seldom had reason to complain of the want of attention of students. In fact, I have had on many occasions to restrain their excessive eagerness to learn.

There being no further witnesses,

The CHAIRMAN.—In closing the inquiry here, I wish on the part of my colleagues and myself, to tender to the President, Registrar, and Professors of the College, our very sincere thanks, for the courtesy and kindness with which we have been received, and for the very full and frank manner in which information has been given to us on every subject connected with the College. I have also to thank the persons unconnected with the College, who were good enough to come before us and to assist us with their evidence.

Dr. MOFFETT (President).—I hope you will allow me, on behalf of the College, to thank you very warmly for your extreme courtesy and consideration. The proceedings have been very interesting to me and to my colleagues, and we fully appreciate the personal courtesy of the members of the Commission.

The Commission adjourned to Dublin.

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Dublin.
June 21, 1884.

ELEVENTH DAY—SATURDAY, JUNE 21, 1884.

AT THE COMMISSIONERS' OFFICE, CASTLE-STREET, DUBLIN.

Present—R. P. Carton, Esq., Q.C., Chairman.

Rev. Gerald Molloy, D.D., F.R.U.I.; George Johnstone Stoney, Esq., M.A., D.Sc., F.R.S.; Professor William Jack, LL.D.; and Deputy Surgeon-General Jeffery A. Marston, M.D.; with N. D. Murphy, Jun., Esq., Secretary.

Very Rev. William J. Walsh, D.D.

Very Rev. William J. Walsh, D.D, President, Maynooth, examined.

6940. Chairman.—Dr. Walsh, you are President of Maynooth College?—Yes.

6941. How long have you been President?—For the past four years.

6942. You are also a member of the Senate of the Royal University?—Yes, I have been for some time a member of the Senate of the Royal University, and of its Standing Committee.

6943. Do you also hold any other official position in connexion with education in Ireland?—I hold another position which I can hardly call official. There is a committee of the head masters of the Catholic schools working under the Intermediate Education Board, and of that Committee the head masters appointed me chairman.

6944. From your position of President of Maynooth College, and also as a member of the Senate and Standing Committee of the Royal University, and also from your connexion with the head masters, I will take it you are acquainted with the education question in Ireland?—Yes, I may say that I am closely acquainted with it.

6945. And you have made it your study?—I have made it a very special study.

6946. You are aware of the limits of our inquiry here?—I think so. I read your opening statement at Belfast, and also at Cork, and those statements, I assume, indicate the scope of your inquiry.

6947. The first matter we have to inquire into is the standard of education maintained in the Queen's Colleges?—Yes.

6948. Have you had any opportunity of forming an opinion as to the standard of education maintained in the Queen's Colleges?—I should say so.

6949. Will you kindly state to the Commission what means you have of forming an opinion?—Yes.

6950. Would you like to take the Colleges separately, or would you like to take them generally?—I should prefer to take them separately. My sources of information are, first, the programmes of the matriculation examination in the Colleges, and secondly, comparisons that I have made of the results of examinations held in the Colleges with the results of examinations held elsewhere. Those are my principal sources of information.

6951. And in your judgment does that comparison and the inspection of the programmes give you opportunities of arriving at an opinion as to the standard of education?—I consider that it does.

6952. We will take Belfast first?—I should prefer to begin with Cork.

6953. Have you read the programme in Cork?—I have studied it very carefully.

6954. What would be your opinion, judging from the programme, of the standard of education required in the Queen's College, Cork?—That it is an exceedingly low standard. The standard in Galway, I consider, is not so low as in Cork, and the standard in Belfast is not so low as in Galway.

6955. Are you aware that in Galway they interpret that programme rather liberally, and although they apparently require two books, they give to the student, when he comes up, his choice, between one and the other of them?—I should prefer beginning with Cork. I have made a close comparison of the Cork matriculation programme with the one of the programmes of the Intermediate Education Board, that of the junior grade. I regard the Intermediate programme as a fair standard to apply in these cases. For we must remember that it is a programme established by public authority, that it is modified from year to year according to the experience gained by the Board, and furthermore, that the results of the examinations are published in the fullest detail, and in the most accessible and satisfactory form. We have also detailed reports of the examiners, as to the results of the examination in each grade and in each subject. The Commissioners understand, I suppose, that there are three grades in the Intermediate system?

6956. Yes, we had all that explained to us?—The junior grade is for boys under sixteen, the middle grade for boys under seventeen, and the senior grade for boys under eighteen. It appears too that for the junior grade boys go in at a very early age. In one instance within my own personal knowledge, a boy gained an exhibition in that grade who was under thirteen years of age. He is at present a student of the College of Maynooth. Well, not to be too severe in the application of this test to the Cork Queen's College matriculation programme, I pass by the programmes of the Intermediate Board for the middle and senior grades, and take that for the junior grade. The Cork matriculation programme is notably lower than the programme for the junior grade of the Intermediate, and it is lower in the points that I regard as most important, and in fact essential for really testing the knowledge of students.

6957. What are these?—They are chiefly what we call "unprepared" translation and Latin composition. But I will begin with the first subject on the programme, that is Greek. I find from the Intermediate programme—the programme of 1883, the latest I can refer to—that, in Greek, two books were required, a book of the "Anabasis" and a selection from the Dialogues of Lucian—ten dialogues. In the Cork College matriculation programme, as against that, there are two books of Xenophon, and I think those portions of the two programmes practically balance one another. Then the next item is grammar, and this is common to both. The next is history, and this also is common to both. But then come two items in the Intermediate junior grade programme which have no place in the matriculation programme in Cork. One of these is the translation of easy sentences into Greek, and the other is translation at sight of a passage from some Greek author, not previously prepared. Moreover it is important to observe that to these two items, a large proportion of marks are assigned in the Intermediate system—440 marks, out of a total of 1,200 allowed for Greek altogether. Now the Intermediate Education Commissioners require at present 25 per cent. for a pass, and 45 per cent. for a pass with honours; that is to say, in Greek, for instance, out of the 1,200 marks allowed, they require that 300 should be gained for a mere pass, and 540 for a pass with honours. Now if we omit the two items of the programme which are not found in the matriculation programme in Cork, the number of marks allowed by the Intermediate Education Commissioners on the remaining sections of their programme in Greek is only 760, so that a boy failing to score in the two sections that I have mentioned, should score his 300 marks for pass, or his 540 marks for pass with honours, out of a possible total of 760. That represents a very high standard of answering for a boy under sixteen, who has to make up his marks

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on those sections that are common to the two programmes.

6958. Do I gather that you consider the standard at Cork is lower than the junior grade of the Intermediate?—Notably lower, because it omits altogether from the programme the two points that are of the greatest importance.

6959. The returns from the Intermediate Education show each year the number of boys who pass, and the number of boys who pass with honours, in the three grades?—They do, and I find that a very large number of boys have passed in the junior programme, and also, indeed, in the higher programmes of the middle and senior grades. But before coming to that, shall we take Latin, the next subject on the programme?

6960. Possibly it would be more convenient for you, if I let you take your own course; you seem to have prepared the matter with great care, and by interrupting you I might be only throwing you off the rails?—I have arranged the matter as carefully as I could in order to save the time of the Commissioners.

6961. Then I will not interrupt you?—The second section of the programme, then, is Latin, and my opinion in reference to that is substantially the same as in reference to the Greek section, with just this modification, that in Latin, even in the matter of the prepared books, there is a notable inferiority in the Cork College programme. In the junior grade Intermediate programme in Latin, two books are required; but only one book, a book of Cæsar, is all that is required in Cork—the first book or the second.

6962. That is to say, I. and II. or IV. and V.?—It is not I. and II., but I. or II. I have looked back into the programmes for a number of years, and I find that Book I alone is mentioned for a long period. Now they say one book, or two; either Book I. or Book II., or Books IV. and V.

6963. One pair or another pair?—Well, it is at all events ambiguous.

6964. Give the benefit of it?—Even giving them the benefit of it, the programme is notably—very notably—inferior, and for this reason—the Intermediate Board, in requiring two books, requires a prose work and a work in verse. That is a very important consideration. In the Cork Queen's College they are satisfied with one book, or, if you will, with two books, of the easiest prose. Now I find that last year the Intermediate Commissioners prescribed, in addition to the book of Cæsar, a book of selections from Ovid, and it is a book which contains two kinds of verse—the hexameter and also the elegiac, which comprises both the hexameter and the pentameter. In this point, then, there is a notable inferiority in the Cork programme. In connexion with this I may mention, as regards our entrance examinations in Maynooth, that wherever we allow an option out of a number of classical authors, we invariably insist that of the books presented by the candidate only one half shall be prose works, the other half being verse.

6965. If it does not put you out, contrast the matriculation examination with the entrance examination in Maynooth?—I could not think of comparing our Maynooth entrance programme with the Intermediate programme of the junior grade.

6966. Tell us what it is?—I think we shall find it more convenient to take that afterwards. I wish now to keep to the comparison of the Cork matriculation programme with the junior grade programme of the Intermediate Board.

6967. Very well; take your own course?—The next item, then, of the Intermediate programme in Latin is grammar, and this, though not expressly mentioned in the Cork programme, we may take as common to the two programmes; and history also is common to the two. Now, coming to the remaining items of this section of the programme—Latin composition, or translation into Latin, and the translation of a passage from a Latin author not previously prepared—we find that translation into Latin is prescribed by the Intermediate Education Board, and that there is nothing corresponding to that in Cork. Finally, a passage or passages from some works not previously prepared, to be translated at sight, is prescribed in the Intermediate programme. There is no such exercise in the Cork one. Here again I should observe that I regard these last two as the most important points in which a student can be examined. They are altogether omitted in the Cork programme. So far for Latin. Now for English. The Cork programme prescribes merely grammar and composition. In the Intermediate Education programme, in which only 400 marks, out of the total of 1,200 allowed for English, are assigned to these subjects, certain prescribed works of English classics—Campbell's "Pleasures of Hope," and Southey's "Life of Nelson"—are to be made up by the student, and a large number of marks are reserved for them. There is no course corresponding to that in the matriculation programme in Cork. So far for English. Then in mathematics, there are three subjects in the mathematical sections of the two programmes—arithmetic, algebra, and Euclid. The arithmetic and algebra are substantially the same in both. In Euclid there is a most important difference. The Intermediate programme comprises three books, with deductions from the first and second. Of the 500 marks allowed for Euclid, only 250 are allowed for Books I. and II., the remaining 250 being reserved for Book III. and for the deductions. Now, in the Cork programme only Books I. and II. are required—in other words, one-half—and the most important and difficult half, of the junior Intermediate programme is omitted. It may be requisite to explain that the observations I have already made as to the high scoring required for pass, and for pass with honours, in the Greek section of the Intermediate programme, as compared with the corresponding subjects at matriculation in Cork, are applicable also to the Latin, English, and mathematical sections of the programme. For, as I have just mentioned, in all those sections, large numbers of marks are reserved, in the Intermediate programme, for certain branches of those subjects that are not found at all in the matriculation programme of the Cork College. I should also say that throughout the Intermediate programme there is a standing rule that in subjects such as Latin, Greek, and the languages generally, the scoring of 20 per cent. in the grammar questions is an essential condition to passing. There seems to be no such rule in the Queen's College, Cork; at all events, it is not laid down in the College programme. Now, as I have referred to the shortness of the matter prescribed in Cork as compared with the junior grade Intermediate examinations, I wish to offer one observation on the fact that at one of the sittings of the Commission in Cork, a most eminent authority was quoted—the authority of Cardinal Newman—as recommending a short matriculation programme in preference to a long one. There is no doubt that Cardinal Newman recommended that, but in the very same essay in which he recommends it he says that the true test to be applied at a matriculation examination is a language is to see whether the student can frame a sentence in the language—in other words, he considers as most important this very translation into Latin which is altogether omitted in the Cork matriculation programme.

6968. Where does that passage occur. Is it in one of the essays on university education?—It is in the essay in which he gives an example of a professor examining a candidate for entrance on one word—the word Anabasis. I suppose they would hardly go as far as that in Cork and prescribe as the matter for examination only one word. It is plainly a misrepresentation of Cardinal Newman's view to quote him as advocating such a programme as there is for matriculation in Cork. This closes what I wished to say upon the Cork programme. Now we come to Galway, and as far as the examination goes that I have been able to make, I find that Galway stands notably above Cork, both in its requirements and in the results of its examinations.

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DUBLIN
June 21, 1884.

Very Rev. William J. Walsh, D.D.

6969. Rev. Dr. MOLLOY.—In the arts school?—I speak throughout only on the subject of arts.

6970. CHAIRMAN.—So I understand. It is right to tell you in Galway they interpret the matriculation programme in this way. Although apparently they require two books, they give the student who comes up for matriculation his choice of either of the two books, and they only examine in one?—That may be so, but I consider the first great advantage Galway has over Cork is in its entrance programme—that it requires two books, one being prose, and the other verse, and this, in both Greek and Latin, if I am not mistaken. The two are, at all events, prescribed in the programme. But then in Galway, as in Cork, they do not require translation into either language, nor do they require any translation of passages from a Greek or from a Latin author, not previously prepared. The programme in mathematics is the same as in Cork: they require only two books in Euclid. Finally, as to Belfast. There also, as in Galway, two books are required. The programme is substantially the same as that of the Royal University in that respect.

6971. Professor JACK.—That is to say throughout?—I think so. I think you will find that it invariably, or almost invariably, insists upon the distinction, upon which I lay such stress, between the prose writings and the verse. I think any scholastic body anxious to secure an efficient examination in Greek or Latin must insist on that. But in Belfast there is no requirement of translation of unprepared passages either from Greek or Latin. There is, however, an exercise in Latin composition, or translation into Latin, which gives the Belfast programme a most decided superiority over those of Cork and Galway. You asked me about the Maynooth entrance programme?

6972. CHAIRMAN.—Before you pass from Belfast have you any comparison to make between the matriculation in Belfast—and any of the grades of the Intermediate?—Throughout I have been comparing the matriculation programmes of the three Colleges with those of the junior grade Intermediate education examinations.

6973. Do I understand you to apply the matriculation in Belfast to the junior grade?—To this extent: that in the junior grade of the Intermediate great importance is attached to translation into Greek, and also to the translation of passages from a Greek and from a Latin author, not previously prepared—and these are not to be found in the Belfast programme.

6974. You were going on to speak of the matriculation examination in Maynooth?—In Maynooth we have two alternative programmes: our own College programme, as we call it, and the programme of the Intermediate Board, which we accept to a certain extent. Our own College programme is a rather extensive one. To give an instance, for our lowest class we require three books of Homer and three books of Xenophon, in Greek, and in Latin, three books of Virgil, and three books of Livy. There are a number of works specified, from which students have an option, but I give this as a specimen of a fair average selection that a student would make. He must present in each language an item in prose, and also one in verse. Of course, too, we have Latin composition. This regards our own College programme. We also, as I have said, accept to a certain extent the programme of the Intermediate Board. When the Intermediate system was introduced it was found inconvenient that we should have in Maynooth one set of books prescribed for entrance, while many of the schools through the country were obliged also to work on another set, in preparing their boys for the Intermediate examinations. Representations were made to our trustees, and they decided on accepting the Intermediate programme for admission, but only to this extent: that the middle grade would suffice for our lowest class, and the senior grade for the class next above that. I may add that the result of the examinations in the majority of cases is that students do not succeed in passing in the Intermediate programme —even in the senior grade of it—except for our lowest class. Of course, too, we require translation from unprepared passages in both Greek and Latin books, and also Latin composition. You do not wish me to explain anything else about Maynooth?

6975. Except with a view to enable us to understand the comparison?—Well, I should wish to refer to a statement which was made by more than one witness in Cork—namely, that it is necessary to have a low standard of matriculation examination on account of the backward condition of the schools, and particularly of the schools of Munster. I consider I am in a position to give very clear evidence to the contrary. Those schools are not in that backward condition thus represented to the Commissioners.

6976. On what do you ground your opinion?—First, on the official reports of the Intermediate Education Board; secondly, on the examinations made by the students who came to us from these schools, and who enter Maynooth; and, thirdly, on the wonderful success of the students from those schools in the examinations of the Royal University.

6977. Have you taken the trouble to make any compilations from the official returns?—I have. I take the latest report of the Intermediate Education Board, which is the report for the year 1882. This, at least, is the latest that was published up to yesterday, when I made this compilation. Referring to it, then, I find that, taking Greek, the following were the numbers of boys who passed:—There passed, in the senior grade, 122; in the middle grade, 226; and in the junior grade, 313. In other words, 661 boys from Irish schools were able to pass that examination. Besides, a considerable number passed in the middle and senior grades, which are, of course, very much more difficult than the junior. In Latin the numbers were—Senior grade, 143; middle, 376; and junior, 613; so that in Latin there were over 1,000 boys (1,132), of whom there were 613 in the junior, 376 in the middle, and 143 in the senior grade. I have the figures in detail, and it might save the time of the Commissioners if I handed them in now.

6978. Rev. Dr. MOLLOY.—For what year?—1882.

6979. Have you the returns of those who passed with merit?—I have.

6980. CHAIRMAN.—Have you distinguished the provinces in which the schools are?—No; I will come to that point afterwards. Dr. Molloy asks whether I have any indication of those who passed with merit. In Greek, 291 passed with merit.

6981. In the senior grade?—No; but taking the total of the three grades. Then 516 passed with merit in Latin, and 772 in English. In English the numbers of those that passed are—Senior grade, 214; middle grade, 434; junior, 2,064—total, 2,712. In Euclid the numbers were—Senior grade, 265; middle, 594; junior, 2,195—total, 3,054. I have other figures, but I think these are the most important, as they regard the principal subjects in the entrance examination of the Queen's Colleges. I find also in the Report of the Intermediate Education Board for 1881 an important statement bearing upon this matter. The report to the Lord Lieutenant states that, in consequence of the improvement in education, they were obliged to raise their pass standard; at first they had been satisfied with twenty per cent., but from that forward they would require twenty-five per cent. They also raised their merit standard from forty to forty-five per cent. And they state, at page 5, in their report for 1881, that they made these changes in consequence of the improvement that they had observed in the schools of the country.

6982. Does your experience of the state of education throughout the country, agree with the Report of the Intermediate Education Commissioners, that there has been an improvement?—It does to a large extent. I think that in one way the knowledge boys now have of Greek and Latin is not so thorough as it was formerly, when a larger amount of reading was required. That is my experience. It is, of course, easier to cram for

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an examination when only a small amount of knowledge is required, than when a larger amount of it is requisite. But the boys are now made up in books of Greek and Latin, in a manner which was not dreamed of some years ago. They have great advantages in the way of special school editions of the books, which did not exist then. I have noted a few more passages from the Report of the Intermediate Education Board for 1882.

6983. Give us the reference. It need not be taken down?—If I transcribe them for you, you will have them in a more convenient form.

6984. Rev. Dr. MOLLOY.—What is the bearing of this on the question?—The bearing of it is, that it shows a notable improvement in the work of the schools in Greek and Latin.

6985. What Report is it?—The Report of the Intermediate Board for 1882.

6986. I think we should get the passages?—I wish to give them to you.

6987. CHAIRMAN.—Refer to them certainly, but I do not see any use taking them down on the notes?—Perhaps you will allow me to give one or two as a specimen.

6988. You propose to read some passages from the return of the Intermediate Commissioners. Please state shortly with what view you propose to read them?—I tender this evidence with a view of removing the impression which must have been created in the minds of the Commissioners by the statements made in Cork, as to the backward state of the schools, that the schools were in a backward state, and furthermore, that they were going backwards instead of forwards. I consider I have here in the official Report a conclusive disproof of both those two statements.

6989. What we ask you to give us, and what we would be glad to get, is your own experience of the state of education evidenced by the results of the Intermediate Examinations, and the examinations at Maynooth, but we cannot take as part of your evidence the report of the Intermediate Commissioners. The report of the Intermediate Commissioners is public property which we can have ourselves, but we shall be very glad if you refer us to any parts which you think bear upon the subject, and shall read them carefully afterwards, and use them so far as they bear on the subject. We shall be very much obliged for the reference, but there is a technical difficulty in the way of taking the report as part of your evidence. The majority of the Commissioners think so?—I should be sorry to press anything which does not come within the scope of your inquiry, hence I made a very careful study of your opening statements, and of the evidence taken at the three Colleges, and I think I am not tendering anything which is not strictly within the limits of the inquiry as thus indicated.

6990. The Report of the Intermediate Commissioners to which you are going to refer us, may bear most importantly upon the inquiry, and we shall be very glad if you refer us to the report, but what I mean to convey is, we cannot take from you as portions of your evidence, portions of the report?—I was about stating that one of the points I noticed in the Cork evidence is that one of the witnesses there read two passages from a Report. Hence I thought it was in the power of the Commissioners to receive such evidence, otherwise I would not have tendered it.

6991. The report is an official document, and therefore we have access to it?—It will appear, at all events, that I tendered the evidence, and that you were unable to receive it. I attach special importance to this matter, chiefly on account of my position of chairman of the committee of head masters. I consider I am bound to defend them from the attacks that have been made on them.

6992. From your position of chairman of the committee of schoolmasters, and from your knowledge acquired of the matriculation examinations in Maynooth, and from your knowledge acquired of the Intermediate Examinations, are you able to give evidence yourself as to the state of schools in Munster or in Ireland?—Yes, in the sense I have explained. Dealing with the students who have come from these schools, I have already stated the opinion I have formed on that subject. I can give one striking instance out of our own College. It is a case of two boys from two schools in Munster, both new students of Maynooth. A number of our students matriculated at the matriculation examination of the Royal University in 1880. A scholarship examination was held shortly afterwards, the scholarship being a prize of £150, the highest prize that had up to that time been competed for in the Royal University. There were two of these scholarship prizes in classics. Two of our students went in to compete for them, and they not only succeeded in getting the scholarships, but, as appears from the official return, there was a very notable gap between their marks and the marks of the last of the unsuccessful competitors. Their marks were 1,443 and 1,361. The next highest scores were 1,185, 1,183, 1,114, and 1,109. Now, both of these students came from schools in Munster, and one of them had received no teaching in Latin or Greek, the subjects of the scholarship examination, from the time he left school, and entered Maynooth, up to the time he stood this examination, and obtained the scholarship

6993. Rev. Dr MOLLOY.—From what school did he come?—One came from St. Brendan's Seminary, Killarney, and the other from St. Finn-Barr's Seminary, Cork, their names are Michael Scannell and Jeremiah Keane. You will find them at the head of several of the Royal University lists in both Latin and Greek.

6994. How long had they been in Maynooth before getting the scholarships—how long had they left school?—Probably a year and a half; I am not quite sure of that, but one of them, Jeremiah Keane, got no classical teaching of any kind in our college, for he entered as a student in philosophy. The other did; he was taught classics for a year in Maynooth, but there is no doubt that both came up to us thoroughly well prepared in Greek and Latin. Again, still speaking within the limits of my own personal knowledge, I can say that we have a large number of students coming up to us who have obtained high places in Latin and Greek in the Intermediate examinations of the middle and senior grades, and we find them very thoroughly prepared in the matter of our entrance examination, which, of course, has a much more extensive range than that of the matriculation examination of any of the Queen's Colleges.

6995. CHAIRMAN.—They come direct to you from the schools?—Yes, from the schools in all parts of the country—Munster, Leinster, Ulster, and Connaught. I mentioned especially the case of the two students from Killarney and Cork, because definite statements were made to you about the schools of Munster. I do not say the schools in other parts of the country are not equally good.

6996. Have you finished about the matriculation examination?—Yes.

6997. Have you made any estimate of the standard required for the scholarships in the three colleges?—I have.

6998. Please tell the Commissioners, before you come to details, on what have you formed your opinion?—I have formed my opinion on this point in two ways; I have applied two different tests—one the examinations of the Royal University, and the other the examinations of the Intermediate Board.

6999. And would you wish to take each college separately, or have you made any statement in which the three are blended together?—In the first place I should prefer to take three cases, which are, to my mind, typical cases. They are already in evidence before the Commissioners, but there are some features in them which have not been explained to you as yet. One of these cases gives us a means of comparing the Queen's College scholarship standard with the standard of the junior grade examination of the Intermediate Board, the second gives a similar comparison with

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DUBLIN. June 21, 1884.

Very Rev. William J. Walsh, D.D.

the middle grade, and the third gives it with the senior grade. The three, I should explain, are cases of students who obtained scholarships in the Cork College.

7000. Professor JACK.—Do you speak of the entrance scholarship or the scholarship at the end of the first year?—I begin with the entrance, or, as it is termed, the first year's scholarship—I fear I shall have to repeat something already explained to you, but in the end it will save time to make a complete statement. The first case is that of a student—I prefer not mentioning names——

7001. CHAIRMAN.—We ask the name to be given in for the purpose of identification, but, of course, not for publication?—The first, then, is the case of a student already described to you as having passed in the junior grade of the Intermediate examination in 1881. In the same year he entered Queen's College, Cork, and obtained there a science scholarship at entrance. At the junior grade Intermediate examination there were 320 schoolboys before him. Arithmetic was one of the subjects for the scholarship, and in that there were 388 junior school boys before him; in Euclid, another subject for the scholarship, there were 46 junior boys before him; and in algebra, the third subject, there were 35 before him.

7002. Professor JACK.—That is the case previously referred to?—It was previously referred to, but I do not think these minute details were given, and I think it important to put them before the Commissioners. That boy was taken away from school when in the lowest of the three grades. He has gone into the Royal University, and, naturally enough, without much success. He has now passed his Second University examination, and, as you will see from the calendar, he has obtained no honours of any kind in any subject. That is the first case. The second case is that of a boy who passed the middle grade Intermediate examination in 1880. In that examination 515 passed in that grade, and of these there were 319 before him on the list, all merely middle grade schoolboys.

7003. Rev. Dr. MOLLOY.—The place is determined by aggregate merit?—By aggregate merit in all the subjects of the examination. In the same year this boy obtained a science scholarship, in Cork, and hence, I take for comparison his marks in the scientific subjects of the Intermediate examination. There were three such subjects in the middle grade—arithmetic, Euclid, and algebra. In arithmetic, his name does not appear at all; perhaps he did not undertake to answer any questions in it, but at all events, his name does not appear in the list as having obtained any marks. In Euclid, out of 453 who passed, there were 265 before him and in algebra, out of 356 who passed, there were 173 before him. His marks in Euclid were only 295, out of a possible total of 600, and in algebra only 260, also out of a possible total of 600. Now, I have taken here from the Intermediate list the corresponding marks of a number of students, most of whom I know personally, because they are now students in Maynooth. Here are four cases. Instead of 295 and 260, their marks are 530 and 460; 475 and 510; 460 and 420; 535 and 430. Those four boys came from one school, and I think it can hardly be said that the scientific training in that school is in a backward condition.

7004. CHAIRMAN.—What is the school?—That school is not in Munster. It is St. Macartan's Seminary, Monaghan. I have here also a note of the marks of two boys from St. Finn-Barr's, Cork.

7005. Dr. MARSTON.—Give us the number on the Intermediate list for identification?—I have the names here, not the numbers, but of course I can supply them. One of these boys scored in Euclid 545, as against 295, the score of the Queen's College scholar; that boy was from St. Finn-Barr's, Cork. Another scored 460, as against 295; he also was from St. Finn-Barr's, he is now a student in Maynooth. Then there are two boys from Rockwell College, Cahir, one of whom scored 550 and 480, the other 430 and 330, as against 295 and 260 scored by the boy who that year obtained the science scholarship in the Cork Queen's College. These two, you observe, are both from the same school, in Munster. I could give dozens of other cases.

7006. Dr. STONEY.—In what grade?—These were in the middle grade, in 1880. In the same year this student obtained, as I have said, a science scholarship in Cork, but I have not yet explained that it was a scholarship, not of the first, but of the second year. He had, in fact, been for a year in the Cork College when he went up for competition with these middle grade schoolboys, with the result I have explained to the Commissioners. He was a distinguished student of the College; he had already obtained a first year's scholarship in 1879. He had been in the College, therefore, for a year as a science scholar, enjoying all the great advantages of the place, and at the end of the year he went up for competition with the middle grade schoolboys, and succeeded in finding himself in the 320th place on the schoolboy list. I should also explain that, while the Intermediate programme in Euclid, for instance, required a knowledge of only four books, with easy deductions, the examination for the Queen's College science scholarship was supposed to comprise the six books, with portions of the eleventh; also the analytical geometry of the right line and circle; the elements of the theory of equations; trigonometry, and so forth.

7007. Professor JACK.—I suppose it did comprise these subjects?—I suppose it did. I now come to the third case. This student was examined in the senior grade Intermediate examination in 1880. He passed, with 46 before him; in Greek there were 32 before him; in Latin 9, in English 94; and in French 57; but I prefer to deal only with the Greek and Latin, for a reason that you will see afterwards. Before him were a number of students, whom I know personally. Sixteen students obtained exhibitions. These were the students who hold the first sixteen places on the list. He was only forty-seventh. The first of these that I have noted is a boy from Rockwell College, Cahir, a Munster school; the second is from the same College. The third is Michael Scannell, who since obtained the classical scholarship, of which I have spoken, in the Royal University. The fourth is a student from Blackrock College, Dublin, and I should wish to observe here that from my personal knowledge of this particular student I think I may be able to remove an erroneous impression from the minds of the Commissioners. Statistics were laid before you, based upon returns of the Intermediate Board, as to the amounts of results fees that were paid to the schools of the different provinces, and reference was made to the population of each province, as indicating that there should be a larger amount paid in Munster if the youth of that province were as well educated as those, for instance, of Leinster. The fact is, of course, that boys come from Munster, as from every other part of Ireland, to the Dublin schools.

7008. CHAIRMAN.—So far from any erroneous impression having been created, we understood that?—I mention the matter here because this particular student is a native of the county of Tipperary, so that among these sixteen senior grade exhibitioners there are four or five boys who came from schools in Munster, or rather who are natives of Munster. On the same list of senior grade exhibitioners I find three who are students of Maynooth. One went up from St. Colman's Seminary Newry.

7009. Rev. Dr. MOLLOY.—That is, who have since become students of Maynooth?—Yes. One of the three went up for this examination after having been a year in Maynooth, but the other two had passed through the Intermediate course before coming to us. One of these went up from St. Colman's Seminary, Newry, the other, from St. Macartin's Seminary, Monaghan. So far for the sixteen exhibitioners. Then there is a second table, and in this I find a large number of students from schools in Ulster and Munster, all before the Queen's College scholar to whom I referred. He passed, as I have said, with forty-six before him. And in that same year he obtained a senior scholarship in the Queen's College, Cork. This, it is

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important to explain, was a scholarship, not of the first or second, or even of the third, but of the fourth year—one of the scholarships reserved for graduates of the Queen's University. For the three previous years, this student had gone through all the lower grades of the College with the greatest collegiate success. At his entrance, in the year 1877, he obtained a literary scholarship. In his second year, 1878, he obtained a first literary scholarship. In his third year, 1879, he retained this scholarship. And in fine, in 1880, he received the highest scholarship in the gift of the College, one of the seven senior scholarships. In October, 1879, he had obtained the first Peel exhibition, the competition being between the three Colleges. Thus he took the first place out of all the Colleges, Cork, Galway, and Belfast. Then, a year after obtaining the Peel exhibition, and in the same year in which he obtained the senior College scholarship in Ancient Classics, he passed the Intermediate school examination, with the result I have explained to the Commissioners. Forty-five schoolboys came before him on the list. I think it is only fair to mention that I have compared the programmes of the examination for the Queen's College scholarships with those of the Intermediate examinations to which I have referred——

7010. CHAIRMAN.—So I understood you to say?—Yes; and I do not think it would be fair to press the inference too far, as there is no doubt a difference existing to a certain extent between the programmes. I think that in algebra and geometry the programmes are substantially identical, in the two cases I have been speaking of, with those of the Intermediate Board. In classics there is a difference, to a certain extent. Before explaining this in detail, I may apply the other test, of which I have spoken, for the College scholarship standard, the test furnished by the Royal University examinations. I have made out for the Commissioners, if you will allow me to hand it in, a list of all the students who obtained scholarships in Arts in the three Queen's Colleges for the last two or three years, marking down in tabular form for each, the result of his corresponding examination in the Royal University.

7011. From what materials did you make the table?—From the calendars of the Queen's Colleges, and from the calendars of the Royal University.

7012. The reason I ask you is this: we have had in evidence already that in some small details there are inaccuracies both in the calendars, and in the returns of the Royal University. We will take the table from you, and thank you for it, but we will have to check it afterwards with the information we have got?—I was going to make a request to the Commissioners both in reference to that table and in reference to my evidence I am giving about the colleges, that I should wish it all to be checked by the Registrars of the three Queen's Colleges before it appears in your report; I should take it as a special favour, if an opportunity were afforded to the Registrars or Presidents of the three Colleges to see the evidence and check it, an opportunity of course being given to me to meet any comments that might be made.

7013. You can only deal with the published returns?—Yes.

7014.* We will take these tables, Dr. Walsh, and be very much obliged to you for them?—I have arranged the scholarships of each year in a table by themselves. (*Hands in document.*) Perhaps I may go through one of the tables with the view of indicating to the Commissioners how they are to be read?

7015. If you please. Which one of them?—I take the first. Here we have the scholarships of the first year, in literature, for the year 1882–83. Six of these scholarships were awarded in Belfast, three in Cork, and six in Galway. I have marked in the first column the year in which each student matriculated in the Royal University, and I have also indicated those cases in which the student has not matriculated in the University at all. Then in six columns I have placed the position in the honour list of each subject of examination, obtained by each student at the corresponding examination of the Royal University, and in the last column I have marked, in any case where a Royal University exhibition was gained, the number of the exhibition in the order of merit on the University list. Now detailed evidence of a very important kind has been given to you by the Registrar of the Queen's College, Belfast, as to the extent to which we are justified in inferring an inferiority from such a comparison as this.

7016. I would rather you would give us yourself the inference you wish to draw from the results of the Royal, and whether you consider the Royal is a fair test or not?—I consider it is a very fair test in these cases. The Commissioners are aware that in the Royal University the exhibitions are given for aggregate merit in the five subjects of examination. In the Queen's College they follow a different system; some scholarships are given for merit in literary subjects, and others for merit in scientific subjects; and it has been contended that, in consequence of this difference, we cannot draw a fair inference from a comparison of the College and University lists. But in fact, the difference in no way hinders our doing so. For instance, I take the first scholar on the Belfast list for 1882–3. This first literary scholar obtained in the Royal University only eighth place in Latin, and seventh place in Greek. He does not appear at all in the list of honours in English, nor in the list of honours in experimental physics. He obtained fifth place in mathematics. He obtained an exhibition, eighth on the list. Now it so happens in his case that in every one of the subjects of the Queen's College scholarship examination—Latin, Greek, and English—superior knowledge was shown by other students in competition with him in the Royal University. There were four non Queen's College students before him in Latin, the same four were before him in Greek, the same four were before him in English, and they are also before him on the exhibition list. Therefore they did not get their University exhibitions by mere average general excellence. They had general excellence, no doubt, but in addition to it they had also special excellence, superior in every instance to his, in each of the three subjects on which he obtained first place in the scholarship list at Queen's College, Belfast. The next on the list of the Belfast College scholars for 1882–3, was not a Royal University student that year at all. He did not matriculate in the Royal University until the next year. The third on the list has not matriculated at all in the Royal University. He had matriculated in the Queen's College Belfast, in 1881, and I do not find any further trace of him in the official lists.

7017. Dr. MOLLOY.—If he matriculated in the Queen's College in 1881 he would be a matriculated student of the Royal University?—Of course he had that status by the University Act of 1879.

7018. CHAIRMAN.—He had the status of a matriculated student?—Yes, but he did not pass the matriculation examination of the Royal University, and so far as I can see, he passed no university examination of any kind, so that in his case we can institute no comparison. Then the fourth in the list of the Belfast College scholars in literature appears in only one place in the university honour list, the seventh place in honours in Latin. Thus, then, the four non Queen's College students of whom I have just spoken were before him in Latin, and they had also places on the honour lists in Greek and English, where his name does not appear at all. Therefore, in special as well as general excellence they were before him. Two of these four students of whom I speak were students of the Jesuit College, Tullabeg, and the other two of the French College, Blackrock. Then the fifth scholar on the Belfast list got no honours in Latin at the university, no honours in Greek, and only the seventeenth place in honours in English, no honours in mathematics, no honours in experimental physics. He obtained a low exhibition. Finally the sixth of the Belfast scholars obtained at the university no honours

* See Appendix III. B.—Nos. 46 and 47.

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DUBLIN. June 21, 1884.

Very Rev. William J. Walsh, D.D.

in Latin, eighth place in Greek, fifth place in English, and no other honours.

7019. And the other tables are made out in the same way?—Yes: I should wish to go through one set of scholarships from each college, and I will then hand in the paper. The next section of this table, then, regards the scholarships in literature for the same year, 1882–83, in the Cork College. Of the five scholarships in arts only two were conferred, three remained vacant. The two students who obtained these scholarships were mere pass men in the Royal University. Their record of university honours, then is, in Latin, Greek, English, mathematics, and experimental physics, none. And I should here mention that these students obtained on the same occasion scholarships in science also, but they were mere pass men at the Royal University. They obtained no honours in the scientific or in any of the literary subjects of the examination. The difference of programme to which I have referred might account for their shortcomings in the case of the literary subjects of examination, but it fails to account for their want of success in the case of the mathematics, because the mathematical programme of the University is included in that of the examination for the scholarship in Cork.

7020. In the Royal University the examinations for honours, at least the paper examination, is conducted at the local centre, but the *viva voce* examination for honours is conducted in Dublin?—No; but I must say that if my knowledge of these subjects was derived from the evidence as reported in the newspapers I should have supposed that to be the fact. At matriculation the examinations are held at various local centres throughout the country, one being at Queen's College, Cork.

7021. That is matriculation?—A student entering there for the university matriculation may take the pass paper or the honours paper, and thus he may obtain honours or even an exhibition at the Royal University.

7022. When you read out that a gentleman obtained honours at the Royal University do you mean honours at the matriculation?—Yes, at the matriculation.

7023. I think it was at the first university examination?—No, the matriculation. Then of these scholarships three remained vacant, and the literary scholarship in medicine was given to a student who had not matriculated in the Royal University. He had been a Queen's College student before 1881, and I do not know that he has passed any examination in arts in the Royal University. Then the case of Galway remains. There were six scholarships in literature given on this occasion. The first literary scholar obtained honours in only one subject at the university examination, seventeenth place in Latin. The next does not seem to have matriculated in the university at all. The third was a mere pass man at the university; so was the fourth; so was the fifth; so was the sixth; and curiously enough the fifth is one who did not enter the Royal University for a year later. The scholarships that I speak of were given in 1882. He remained for a year in the enjoyment of the scholarship, went up for the University in 1883, and then entered it as a mere pass man. On the other hand I have the names arranged in the same way. There is one point I wish to mention about the case of the Cork senior scholar who obtained a comparative low place at the Intermediate examinations of the same year. I mentioned that there was a difference of programme in the two cases, and I should wish to state in detail in what the difference consisted. I have taken Latin as a specimen. The Intermediate examination for that year for the senior grade required only two books: a book of Livy and a book of the "Georgics" of Virgil. Whereas, on the other hand, the first requirement for the Cork senior scholarship is the whole of Virgil, the next is Horace, the whole of Horace, and so on. So that the course in the Intermediate was comprised to a large extent within the course of the Cork Queen's College.

7024. Does that finish what you wish to say about the scholarship?—That finishes what I wish to say about the scholarship.

7025. Have you formed any opinion or estimate of the character of the degree examination in the Colleges as compared with the degree examination of the Royal University?—I have.

7026. Would you wish to give evidence on that branch?—Yes, but as regards degrees, I wish to mention specially that I speak only of the degree in arts.

7027. I understood your evidence to be entirely confined to the arts?—Yes, but I mention it here because the special courses for the degrees in the Royal University do not begin until after the passing of the First University Examination. The students in all the various faculties have to pass the matriculation and the first university examination, and then for the arts course there are special examinations. In the tables I have made out, you will find each year of the course dealt with: the entrance year, the second year, the third year, and so on up to the degree. Then I have compared very carefully the results of the two systems in the Queen's Colleges—the system that formerly existed——

7028. Professor JACK.—That is under the Queen's University?—Yes, comparing it with the system that exists now under the Royal University.

7029. Under the Queen's University the examination was, to a large extent, of a domestic character?—It was managed, as you know, by the officials and the authorities of the three Queen's Colleges, and conducted altogether under their authority. Now it is conducted by a body outside the Colleges, in which, however, the Colleges are largely represented, the three Presidents being members of it, and a former President of one of the colleges, and a former professor of another. They have, then, a very large representation on the body, but still there is a very large external element also. I have compared the results of the examinations under these two systems, and I find there has been a considerable falling off in the number of successful students under the new system, as compared with the old. I have also examined the Royal University lists with the view of comparing the standard of the three Colleges among themselves compared with one another. Shall I begin with the first point or take the two together?

7030. CHAIRMAN.—If you have any figures to give we will be happy to receive them?—I think you will find the two points run together throughout.

7031. Take your own course, Dr. Walsh?—The Royal University held university examinations in 1882 and also in 1883. These are the only examinations as yet held. In 1882 the number of students who obtained degrees in arts, from the three Queen's Colleges, were—from Belfast 25, from Cork 15, and from Galway 13; 53 in all.

7032. Professor JACK.—Were these for B.A.?—For B.A. and M.A. I include both. There is, I should say, difficulty in dealing with these returns, for sometimes a student appears from two colleges, but I have tried if possible not to allow that to complicate the result. It is an awkward thing to put down twenty-four and a half as the number of graduates from a college.

7033. CHAIRMAN.—We were told in Belfast by a witness that the number in his class was 135·6?—Of these 53 students 45 were admitted to B.A., and of these 16 obtained honours. The honours were divided as follows:—Belfast, 8; Cork, 6; Galway, 2. Generally speaking it will be found throughout that the results correspond exactly with the gradation of the matriculation entrance programme, which, I think, it is of consequence to note, as it points to the inference that the lower the standard of matriculation is, the less are the students likely to succeed in university work. In this particular case the result puts Cork slightly above Galway, but generally you will find that the reverse is the case, and that Galway stands before Cork. At the Second University examination, 56 passed, of whom 31 were from Belfast, 15 from Galway, and

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only 10 from Cork; and, in the honour list, the numbers were, Belfast 26, Galway 13, Cork only 4. There were six exhibitions given at that examination, one first class and five second class. Belfast won the one first-class exhibition, and won three out of the five second class. Galway got the remaining two; Cork does not appear on the list at all. Now in this year's corresponding examinations, there were admitted to the degree from Belfast, 40, from Galway 10, and from Cork 8. Honours were not given at the M.A. examination, they were given at the B.A. examination, and in this proportion, or rather these were the actual numbers of honours obtained:—Belfast, 18; Galway, 6; Cork, 1. At the First University examination the results were most remarkable. I should explain that this examination stands in a very important position in the Royal University; without passing it no student can obtain a degree in any faculty of the university. It is held at the beginning of the second year of the course, it is an examination in arts, and without passing it no student can obtain a degree in arts, medicine, or engineering.

7034. Professor JACK.—That is, the first university examination?—Yes; at that first university examination the total number that passed from Cork was six or seven. I beg the special attention of the Commissioners to this for it indicates the maximum possible number of candidates that can be found in the different faculties when the time comes for the graduation of these students. In fact, only six or seven have thus qualified themselves by passing that examination last year.

7035. CHAIRMAN.—From where?—From Cork.

7036. Rev. Dr. MOLLOY.—Why do you say six or seven, what is the doubtful case?—I think the number is six, but I had some doubt.

7037. The return of the Royal University gives the number six; but possibly some student coming up from Queen's College, Cork, may have entered himself as prepared by private study?—Probably that was the origin of my doubt.

7038. They can be asked to submit that return?—Yes.

7039. CHAIRMAN.—They sent up eight and returned six as passed, but we find sometimes that students coming to the Royal University from the Queen's Colleges did not state they went from the Queen's Colleges, but put down private study, and in that way discrepancies arose?—That occurred hardly in any instance in Cork; out of the entire number there may be two or three, I think there were not more. It occurred more frequently in Belfast.

7040. Dr. MARSTON.—I suppose that was the case of the doubtful seventh man?—That was probably the case.

7041. CHAIRMAN.—Do I understand you are presenting it with the view of showing there are in Cork only six or seven possible graduates?—Only that number of even possible graduates.

7042. Rev. Dr. MOLLOY.—Corresponding with that year in the course?—Yes. Then there were honours given in that examination. Twelve were won, by Belfast students, only one from Cork, and none from Galway, but it is to be borne in mind that, in this case, there was a special examination for honours held in Dublin. A student could only pass the examination in the local centres. Hence, I do not think it would be fair to infer there was only one student in Cork who could possibly have obtained honours; others might have obtained honours had they gone up for examination.

7043. CHAIRMAN.—Do you consider the necessity of going up to Dublin for the *viva voce* portion of the examination has a deterrent effect on students, and prevents persons coming up for honours who otherwise would have done so?—I think it is clear that it must have that effect. But a fair number of students have come up from Queen's Colleges. As you see by the list, some obtained honours in one subject, and they could not do so in any subject without coming to Dublin. The fact that they obtained honours in one subject shows that they came; therefore, they could have obtained other honours as well as any other person on the list. Then from the figures and reports generally, I draw the conclusion that the standard in Cork is very much below the standard in Galway, and that the standard in Galway is below the standard in Belfast. This regards the colleges, compared one with another. With regard to the general falling off under the examinations of the Royal University, I wish to give some figures. I have with me a statement of the number of degrees in the two faculties of arts and medicine, obtained by the students of Galway, and of the e obtained by the students of Cork for the five years from 1867 to 1871. The number of B.A.'s from Galway in these five years was 48, the number from Cork was 12.

7044. CHAIRMAN.—Do you mean the total number in the two faculties?—I speak of the B.A.'s. But I have both.

7045. Can you distribute them?—Yes; there were those 90 in arts alone; 48 in Galway, and 42 in Cork. That is for a period of five years, this in arts alone it would indicate an average of eight or ten a year.

7046. Dr. MARSTON.—What is the range of years?—From 1867 to 1871. I should explain how these years have been selected. I did not look out for years in which the result would be high or low; but those were the years immediately proceeding Mr. Gladstone's statement on the university question when introducing his bill. In that speech he referred to the Galway College as having produced an insufficient number of graduates in arts. I found, on looking into the case, that 48 was the number in Galway. It was, no doubt, a very small number, but during the same years the number in Cork was only 42.

7047. Professor JACK.—These must have been the returns Mr. Gladstone had before him?—Apparently.

7048. Rev. Dr. MOLLOY.—There is an average of 9·6 per year for Galway, and 3·4 for Cork?—Yes; this was in arts alone; of course the number of graduates in medicine was larger than in arts, in Cork, and I believe in all the colleges; hence, from the figures already given, I infer that there has been a very notable falling off in the number of even possible graduates.

7049. Dr. STONEY.—Are you aware that the number of graduates in arts of the Queen's University was greater than the number of its graduates in medicine?—No.

7050. Nevertheless, it is a fact?—I have a comparison here, for the five years I speak of, for the Galway College. The number of B.A.'s is 48. The number of M.D.'s is 52.

7051. CHAIRMAN.—Have you the same for Cork?—No.

7052. Rev. Dr. MOLLOY.—Then, the average number of medical graduates is 10·4 per year for Galway?—Yes. I have also here a statement of the total number of graduates in arts and medicine, for the last ten years of the working of the Queen's University.

7053. CHAIRMAN.—Compiled from the Presidents' reports?—Yes, and I find that for this period at all events the figures do not correspond with Dr. Stoney's statement.

7054. Do you wish us to have the figures?—It may be well, as the point has been raised.

7055. Certainly?—The number of B.A. degrees for for those 10 years is 433; the number who obtained M.D. is 536, that is to say, 103 more. Then there were 73 who obtained a degree in engineering. The total is 1,042, making an average of 104 per year. The yearly average for B.A. was 43. The yearly average for M.D. was 53.

7056. Rev. Dr. MOLLOY.—53 6?—Yes. Then there is another matter that I am not sure whether it comes within the scope of your inquiry or not, and I wish merely to ask whether it can be raised before the Commission, namely as to the inconvenience that arises from the same persons being professors in some of the Colleges in which students are prepared for the examination, and being also university examiners, having thus to examine their own students in competition with others. I think that it affects the question of the standard, and that is the reason why I wish to speak of it.

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DUBLIN.
June 21, 1884.
Very Rev. William J. Walsh, D.D.

7057. How would it affect the standard?—Because clearly the students of the Queen's Colleges derive a certain amount of advantage from this arrangement, so that the standard attained in the Queen's Colleges may be below that indicated by the mere figures.

7058. CHAIRMAN.—We are all of opinion that we can receive the evidence?—My reason for introducing the matter is, that I think it has a very important bearing on the question of the standard of education in the Colleges.

7059. I would be very glad you would show us that, because we are all of opinion it is material on the question of how far the students avail themselves of the Royal University, but I do not see how it bears on the standard of education?—We cannot regard the students generally as coming up to the competition on equal terms. The students coming from Colleges other than the three Queen's Colleges for instance, have not the advantage of having been taught in the subjects of examination by the persons who have set the papers and are to award the marks. I think a student who has been taught by the person who has to set the examination paper necessarily has an advantage over outside students taught by persons who have no share in the conducting of the examinations.

7060. Rev. Dr. MOLLOY.—And therefore they could pass on a lower standard?—Yes, they could pass on a lower standard, and therefore the places they get on the honour list represent something more than their educational status in the subjects; it includes that special advantage derived from their special knowledge of the points given by the examiner. There is one very remarkable case before my mind while I speak, if I may mention it without indicating the subject of examination.

7061. No?—I wish not to do that, but I think I can state the case without it.

7062. If you think you can I would be sorry to stop you, but you see at once we could not go into an investigation of any particular examiner, and it would be hard to do it in such general terms as would not perhaps lead to identification afterwards?—I should not wish to say anything that would bring forward the case of an individual examiner.

7063. So I understand?—But I can mention this as a fact within my own knowledge that one examination paper was set at the Royal University by an examiner——

7064. I beg your pardon. We have a difficulty in getting into anything like individual instances, and that would open the door to a very long inquiry as we should give an opportunity of rebutting evidence?—I think it right to state that the case I refer to is not the case that was mentioned in Parliament. I do not think there is much danger of its being identified.

7065. Perhaps you would describe the general character of the case?—The general character of the case is this—a paper was set by an examiner at one of the examinations in the Royal University, and from my knowledge of the system of examination, I have no hesitation in saying that the paper was not a fair one for a professor to set for an examination at which some of the candidates to be examined were his own students and some were not.

7066. Rev. Dr. MOLLOY.—Do you mean to say that the questions set were not a test of general education but rather a test of whether the students had attended the lectures of a particular professor?—Decidedly.

7067. CHAIRMAN.—As I understand, what you want to bring under our notice is this—you consider it an educational evil that professors in the colleges should examine their own students at the Royal University, and that this has an injurious effect on the standard; and you think also that the students of the professor have rather an unfair advantage over students coming from outside?—I do not say exactly that it has an injurious effect on the standard, but it interferes with our power of drawing an inference as to the standard from the marks given at the examinations. We cannot fairly infer the actual condition of education in a College from the marks, seeing that the students of certain Colleges have a decided advantage. I do not mention this as any advantage enjoyed exclusively by the Queen's College students. Students of one of the Colleges of the Roman Catholic University have it also; but I think it an objectionable thing, it puts the students who do not belong to any of those Colleges at a disadvantage. Beyond that I do not think it necessary at all to go.

7068. No. We would be landing ourselves into a very difficult inquiry?—Might I add one observation?

7069. If you do not refer to individual instances I will allow you to generalise as much as you like?—I wish to state, then, that I put forward this view, not as a mere theory based on any abstract idea that I have formed as to how examinations should be conducted, but I am influenced in making the statement from what I know of the examinations in the Royal University.

7070. Is there anything else you wish to add?—Of course you do not inquire into the causes that have led to the lowness of the standard of education in the Queen's Colleges, and the reason why their students are not more successful in the University.

7071. I am happy to say we have not to inquire into that?—Yet some witnesses gave evidence as to the mode of raising the standard of education in the colleges—in other words—they explained that the standard could be raised by adopting a certain course.

7072. Rev. Dr. MOLLOY.—By the appointment of assistant professors?—Precisely, now if you go into the question as to how the standard could be raised I should express a very strong opinion on the subject—that it can be raised only by making the Colleges, what they are not at present, fully available for the really educated youth of the country.

7073. I think I understood you to say that the standard of matriculation in the Queen's Colleges was low?—Yes.

7074. And you make that statement in reference, not to an ideal standard, but to a standard actually existing in the country, and defined by the programme of the Intermediate Education Board?—Yes.

7075. You compared it chiefly with the standard of the junior grade?—Yes; and I find that in the junior grade programme, points which I consider of vital importance are insisted upon, and those points are not included in the matriculation programme of any of the three Colleges.

7076. And compared with the junior grade programme you think the programme of the Queen's College, Cork, is considerably lower?—Considerably lower.

7077. And that the points wanted in it are those points which afford the best test of training and scholarship?—Certainly, and I would even say, the only satisfactory test.

7078. You have not fixed for us in any way what is the standard of the middle grade of the Intermediate Education Board, as compared with the junior grade. Can you do that?—The middle grade represents a year's additional work beyond the standard of the junior grade—a year even for the very best boys.

7079. When boys have already passed in the junior grade, are they at liberty to remain in it another year and to present themselves again for examination in the junior grade before they go up in the middle grade?—I believe that they are.

7080. Therefore boys who pass in the junior grade may have still two years reading before they come up to the standard of the middle grade?—They may, and they must have at least one, even the best of them.

7081. The middle grade then represents at least one year's school work and possibly two years' above the junior grade?—Yes, it represented a year's work even for the brilliant classical scholars that I spoke of—those two Maynooth students, the classical scholars of the Royal University.

7082. And the senior grade represents a year above the middle grade?—At least a year, even for the best boys.

7083. From your knowledge of the intermediate schools in Ireland can you say if those schools are able

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to carry boys not merely to the junior grade, but to the level of the senior grade?—Certainly, and this year they passed successfully a very large number even for the senior grade—even in the exhibition list of the senior grade. We have at present many of them in the College of Maynooth who obtained exhibitions in different schools through the country.

7084. You have given evidence that the standard of matriculation is low in the Queen's Colleges. Will you explain how that bears on the standard of education in the Colleges themselves. The colleges as a rule do not prepare for their own matriculation?—No.

7085. But the low standard of matriculation, in your opinion, affects the standard of education in the Colleges?—It affects it in two ways; first as regards the intellectual culture of the students who come in; we have been told on very high authority that one class of students admitted into the Cork College as the result of the system of examination there, are students who are "badly prepared in every branch of school work," and who are consequently unable to follow the University course, except "in a limping and unsatisfactory manner." That being so, it is plain that there the matriculation examination tends to act very injuriously on the studies of the college.

7086. You think that students of that kind are not in a condition to take advantage of a good system of higher education?—No, and thus they are in the way, they keep back the teaching of the class, the professor then is obliged to lower the standard of his teaching, or, as it was well put in an official report some years ago, "to lecture over the heads of a large part of his class," and no professor likes to do that.

7087. Do you consider that this low standard of matriculation has any influence on the standard in the intermediate schools. So far as it does influence them what is the nature of the influence?—I think the result of the actual state of things is that those colleges exercise practically no influence; a college can exercise no useful influence by its programme if it puts forward no high standard at which the boys should aim: but it may exercise a most injurious influence in another way by holding out valuable prizes as an inducement to school-boys to leave their schools before they have gone through even the middle grade in the course, or before they have successfully gone through even the junior grade.

7088. That is injurious to the schools?—Decidedly.

7089. And in what way?—It takes away promising boys from the schools and thus it lowers generally the standard of education in those schools.

7090. You mentioned three cases in which you compared the success of scholars in Queen's College, Cork, with the success of boys who came to the examination of the Intermediate Board. Are those the only cases you know of in which such competition took place?—No; I know of a large number of such cases, but although I have drawn up a list of them, a difficulty suggested itself to me which has hindered me from putting it before the Commission. I have no legal evidence to show that the boys on the lists of the Colleges and of the Intermediate Board were the same, and the difficulty occurred to me as fatal to your receiving the evidence.

7091. Have you evidence satisfying yourself that a large number of students have come up from the Queen's Colleges and presented themselves for examination to the Intermediate Education Board?—I am thoroughly satisfied. I am morally certain of it. I have a list of students, thirty or forty, many of them with very remarkable names, and it is morally impossible that in so many cases like those there should be a series of chance coincidences.

7092. Should you be prepared to submit the list of names to the Commissioners if they wished to get it?—Undoubtedly; it will give me great pleasure to do so.

7093. Am I right in supposing that you selected those three names because you had special facilities for identifying them?—I saw from the Cork newspapers that they were practically identified there. Hence I confined myself to those names.

7094. CHAIRMAN.—Speaking for myself, I would be glad that you would send us the return?—I shall be happy to send it to you.

7095. Rev. Dr. MOLLOY.—I think it would be well to have it?—I wish also to observe that, on looking through the report of the Intermediate Commissioners, I find that, in the complaints of the examiners on the defective training of many of the boys, the complaints have reference specially to those subjects which I have represented as of so much importance, and which, as I have said, are absent from the matriculation examination of the Queen's Colleges, unprepared work, and the translation from English into other languages, Greek or Latin, as Dr. Newman expresses it, the framing of sentences in these languages.

7096. Professor JACK.—You are aware, Dr. Walsh, that a large number of the students of the Queen's Colleges are matriculated university students?—Not many who were students of the Colleges before they matriculated.

7097. No; but I speak from recollection. My recollection with regard to the Belfast and Cork and Galway Colleges is, that the bulk of the students who are in their first year are matriculated students of the Royal University—that is, at the present moment?—Not having seen the returns, I could not undertake to answer that question.

7098. I was speaking in reference to the students. I think the great majority at the present moment are matriculated students?—It is a matter I have not acquired any knowledge of, and I wish to speak only of what I know.

7099. Rev. Dr. MOLLOY.—In Galway during the past year, there were thirteen out of eighteen in the first year of the arts course?—It is necessary to distinguish between two classes of matriculated students: those who are matriculated students by Act of Parliament merely, that is, who happened to be matriculated students before the dissolution of the Queen's University, and who thus obtained the status of matriculated students in the Royal University; and the other class of students who matriculated by passing the entrance examination of the Royal University itself.

7100. Professor JACK.—Supposing it were the case that the majority of the students of the first year in the Queen's Colleges were matriculated students of the Royal University, in that view would you feel that the matriculation of the Royal University would be an important matter as to the standard of the education they had reached; and that we should consider not only the standard of matriculation of the Queen's Colleges with the students, but the standard of matriculation in the Royal University itself?—I must say, no; because in such a case as this we must look to the student admitted on the lowest standard as determining the matriculation standard of the College, and in the list of scholars which I gave to the Chairman you will find that scholarships were held, in several instances, by students who have passed no matriculation examination except the matriculation examination I have described—the matriculation in a Queen's College.

7101. CHAIRMAN.—What would be your opinion as to the fitness of those who passed the matriculation examination of the Royal University to obtain the training of a university college?—I do not consider it fully sufficient; the matriculation programme requires no unprepared work, and I must consider that any examination which requires only a small amount of prescribed work is essentially and radically defective if it does not require also the test of unprepared work.

7102. Professor JACK.—I notice with regard to the matriculation examination of the Royal University that there is no unseen passage from Latin or unseen passage from Greek required?—No, but I have not stated that in Maynooth for instance, we should accept the matriculation programme of the Royal University as sufficient for entrance even into our lowest class. We should accept no programme prescribing only a small amount of prepared matter, which should not also comprise an exercise in unprepared work.

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DUBLIN.
June 21, 1884.
Very Rev. William J. Walsh, D.D.

7103. So that if you had been instituting comparisons between the matriculation examination of the Royal University and the junior grade of the Intermediate examinations you would probably have insisted on something to the same purpose in favour of the junior grade of the Intermediate?—In reference to that portion of the programme, yes.

7104. You say that the Queen's Colleges programme is lower than the Royal University programme and that it is essentially lower in what you consider to be points of vital importance than the junior grade of the Intermediate examinations?—Yes, but as regards the prescribed works, the Royal University has a much higher standard than the junior grade. Several propositions have been made—I think there is no difficulty in mentioning this—with a view to harmonizing the two courses as much as possible, the Intermediate course and the Royal University entrance course, but the only question discussed was whether the University entrance should be brought into harmony with the middle or with the senior grade; it never entered into any one's head that it should be brought into harmony with the junior grade.

7105. At the same time the matriculation examination is lower than the junior grade in some respects?—Yes, in some respects, but it includes translation into Latin.

7106. There is translation into Latin but there is no translation into Greek?—There is not, but I do not think that so important; there is translation into Latin, and without that no examination in Latin deserves the name of an examination in Latin.

7107. In the same way with regard to mathematics you called attention to the fact that three books of Euclid were required in the junior grade of the Intermediate examination and only two in the Queen's Colleges?—Yes.

7108. The same remark applies to the Royal University?—The Royal University distinguishes between honours and pass: for pass it requires only two books.

7109. That is the same thing as you called attention to in the other case?—The same.

7110. Dr. STONEY.—The Royal University and the Intermediate Education Board are both of them examining boards; neither of them teaches?—I consider that the Royal University exercises a teaching function through its Fellows.

7111. Professor JACK.—That is some of its Fellows teach?—More than that: its Fellows hold their Fellowships on condition of teaching.

7112. Dr. STONEY.—But the examinations of the Royal University are to test work which has been prepared by the students up to a certain standard?—As all examinations are.

7113. Whereas the entrance examination of a teaching college is to ascertain whether the student can benefit by the education which may be given to him in the college?—It is one of the objects.

7114. Do you not recognise that as the essential object of the entrance examinations of the Queen's Colleges?—I cannot. I regard it as one of the essential objects. There are two: one is to ascertain the fitness of the student to go on with the work of the college, the other is to ascertain if he has a sufficient amount of knowledge, so that the professors may not be required to lower their standard to suit his convenience. If students come in "badly prepared in every branch of school work," the professors must either do this, or "lecture over their heads."

7115. If your object were to ascertain whether a student could benefit by the education he might receive in the college, I would ask whether you would regard an examination which was exclusively a paper one or one in which the examiners were brought into contact with the students, the most desirable?—I should consider the one in which the examiners were brought into contact with the students preferable to the other.

7116. That is the case in the entrance examinations of the Queen's Colleges?—Yes, always supposing there was a proper programme and a proper standard.

7117. Do you regard the fact that students who were admitted at the matriculation examinations of the Queen's Colleges did benefit, and benefit largely, by the education given at the Colleges, a test that these examinations have fulfilled their functions?—Surely not, and for this reason; if it could be shown that all the students who have entered the Colleges at these matriculation examinations have benefited by their teaching, I should consider that a sufficient test, but if it be shown merely that some students have succeeded who might have passed a stricter examination if it were held, their success would not prove the point. You must take the lowest class, and the least successful, if you want to test the working of the system.

7118. I presume you do not agree with the Commissioners that inquired into this question in Scotland, and who state, as their opinion, that "to make a rule that failure to pass a particular examination should exclude altogether from the universities, would be injurious and not beneficial to the education of the country"?—I should like to see the whole passage referred to. I have not read that report. Do they speak of examinations on particular subjects?

7119. They are dealing with the question of "the institution or continuance of entrance examinations" at the universities. There is no such examination in the universities they inquired into, and they recommend that there shall be none?—Well, I do not agree with that.

7120. Would you regard the proof of the efficiency of a college as being greater if the students go in ill-prepared, and are turned out highly educated?—If it could be shown that a particular class of students who got in without preparation, have been turned out highly educated, I should regard it as a satisfactory proof, but if it is merely shown that some students got in without preparation, and that some have been turned out highly educated, I think we arrive at a fallacy that logicians are very familiar with.

7121. It would be shown if the proportion of students who can be satisfactorily educated is large?—It shows nothing whatever as regards the students admitted without preparation. The President of one of the Colleges has distinctly stated that there are two classes of students admitted to his College under this system—the instructed and the uninstructed. In order to infer anything from the subsequent results, it should be shown that those results were derived by the "uninstructed" students, "who follow the university course in a limping and unsatisfactory manner."

7122. Your experience is chiefly drawn from ecclesiastical students?—Chiefly; my personal experience of conducting examinations is chiefly derived from that class of students.

7123. In the seminaries which prepare students for Maynooth some students pursue the course up to a late age before entering?—Some do.

7124. Do the entrance examientions of Maynooth determine what class the students shall go into?—Yes. But now as you refer to age, I think it right to state that our student, Michael Scannell, to whose case I referred before, as a scholar of the Royal University, was under age for one of the grades of the Intermediate examination the year before he obtained his scholarship. I am not speaking then, of the students over the school age, but of the ordinary class of school boys at our entrance examination.

7125. You pointed out what you consider a defect in the Royal University—its appointing teachers to be examiners?—Not precisely that; but of its appointing those who are teachers in some institutions, while it does not appoint any of those who are teachers in others that send forward students. But if this matter is to be gone into, I should wish to go into it from my own point of view. I understood the Commissioners would not pursue the inquiry. I think it right to give notice now that if I am asked any question which may give me an opportunity of stating what I wished to state I intend to avail myself of it.

7126. I wish to ask two questions. First whether you agree with the Scotch Education Commision, "It is hard to conceive that an examination in any of the

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higher and more extensive departments of literature or science, can be conducted with fairness to the student unless the examiners are guided by that intimate acquaintance with the extent and the method of the teaching to which the learner has had access which is possessed only by the teachers themselves"?—That is precisely what I have complained of. The students of some Colleges are under that enormous disadvantage, and for them the examinations cannot be satisfactorily conducted.

7127. The second question I wish to ask is whether you think some candidates would be placed under great disadvantages compared with others if those others were instructed by examiners who had opportunities of teaching them for two months after the particular questions were agreed upon, which were to be put in the examination?—Most decidedly.

7128. CHAIRMAN.—Do you consider the matriculation examination calculated to preserve a high educational prestige in a college?—I prefer to speak of colleges that I am personally acquainted with. With regard to our own college in Maynooth I regard it as essential. I do not see how we could get on without it.

7129. Dr. Stoney referred you to a passage as to university matriculation not being required, but I find in the next page this occurs :—

"Even in the Universities of Oxford and Cambridge, which are not in the same sense as the Scotch Universities universities of the people, in other words which do not draw their students from such an extensive class of the population, there is no excluding entrance examination. At particular colleges which desire to preserve a high educational prestige, there are examinations of that kind; but such examinations at particular colleges have not the effect of excluding from a university education altogether, for the student, if rejected, has an opportunity of gaining admission to another college in the university which is not so stringent in its requirements, or may enter the university without being attached to any college."

Do you think the maintenance of the matriculation examination is not calculated to sustain the educational prestige of a college?—Certainly. I regard it as essential for this purpose.

7130. Rev. Dr. MOLLOY.—I suppose you would restrict that opinion to the case where the matriculation examination is used as a real test of knowledge and training?—Yes, I consider only that case.

7131. You would not apply it to an examination which is passed by students badly prepared in every kind of school work?—Of course not.

7132. You were asked if you agree with the opinion expressed by the Scotch Education Commission. I would ask you if you agree with the opinion expressed twenty years ago by the Commission on the Queen's Colleges in Ireland on the matriculation examination. "The matriculation examination is the first point of contact between the college and the school, and the only point through which the action and reaction of each on the other are being constantly communicated. The examination must, therefore, be always maintained at a high standard as indicating the termination of school education and the starting point of college studies." In your opinion does the matriculation examination in the Queen's College, Cork, and the Queen's College, Galway, indicate the termination of school education?—In my opinion it does not.

7133. Do you consider the standard of the matriculation examinations in the Queen's College, Cork, and the Queen's College, Galway, a low standard of examination?—I do decidedly; it is necessarily low because the programme itself is defective.

7134. Therefore, according to the opinion of those Commissioners, you think it could not but be injurious to the interests of education?—So it would seem.

7135. Do you think the tendency of the matriculation examination in these colleges has been such as to elevate and not to depress the general system of education throughout the country?—I think it has exercised very little influence one way or another. Whatever influence it did exercise was to depress.

7136. You were asked to compare the matriculation examination of the Royal University with the examinations of the Intermediate Education Board, and I did not understand quite clearly whether you said it was lower or not?—I said it was lower in one respect. As regards the prescribed authors it is very much higher, but it is lower in this respect, that even the junior grade of the Intermediate prescribes an important exercise which is not prescribed at the Royal University matriculation, namely, translation from a passage of an unprepared work; at least it is my opinion that the Royal University does not require that, hence I am not to be supposed to accept it as an efficient standard.

7137. You think it desirable that the matriculation examination at the Royal University should be amended?—Decidedly; I think it is open to very great objection to have such a small amount of prescribed matter without an exercise in unprescribed work.

7138. Do you think that opinion generally prevails in the country?—I should be surprised to hear that it did not, in those interested in the maintenance of a good standard of education.

7139. Do you think the schools of Ireland would be able to prepare for a higher matriculation examination at the Royal University?—Much higher.

7140. Can you assign any reason why the matriculation examination at the Royal University has been kept so low?—I think the senate of the Royal University is responsible for that, but as I have practically ceased to be a member of the Senate I prefer not to say anything that could be regarded as making a charge against it.

7141. But a higher standard would be quite justified by the present state of Intermediate education in the country?—I understand that to be the view of the leading schoolmasters of the country.

ARTHUR HILL CURTIS, esq., LL.D., D.SC., Assistant Commissioner of Intermediate Education, Member of the Senate, Royal University, examined.

7142. CHAIRMAN.—I believe you were a Professor in Queen's College, Galway?—I was for twenty-two years.

7143. Did you leave Galway to become one of the Assistant Commissioners of Intermediate Education?—Yes.

7144. What chair did you fill in Galway?—Natural philosophy, which included mathematical and experimental physics.

7145. If there is any evidence you wish to lay before the Commission, I would be happy to take it from you?—I assisted the professor of mathematics at the matriculation examination in mathematics. This may be a point upon which the Commissioners would wish to examine me.

7146. Was the programme of the matriculation in mathematics then the same as now?—I do not know exactly what it is now.

7147. Arithmetic, including vulgar and decimal fractions, simple interest, with square root, &c.?—That was the programme.

7148. You assisted at the matriculation examination?—I used to assist Dr. Allman, the professor of mathematics, because the number of candidates generally was very large, and he used to leave me, generally, the medical students, inasmuch as they attended my lectures in the first year, and did not attend his lectures.

7149. Then you did not examine the arts students?—For the scholarship of the Peel prize I used to examine them.

7150. In your time were there many art students in Galway, as compared with the medical students?—There were a great many art students; all the scholarships were filled up, and generally two or three attended my lectures who were not scholars, either in classics or mathematics.

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DUBLIN.
June 21, 1884.

Arthur Hill Curtis, esq., LL.D, D.SC.

7151. How did you find the answering of the matriculation examination?—If they did not answer well they were sent back, and allowed to come up again.

7152. You would not consider yourself guilty of an academical assassination if you rejected a man?—Certainly not; I rejected candidates frequently.

7153. Did you assist in conducting the examination for the scholarships?—For some of them I examined as Professor of Natural Philosophy, but for those of the first two years I used to examine in order to assist the Professor of Mathematics.

7154. What year was it that you left the college and were appointed an Assistant Commissioner of Intermediate Education?—In December, 1879; I was appointed in 1857 to the Professorship at Galway.

7155. You cannot tell us anything of the state of education in Galway for the last five years?—No.

7156. Dr. STONEY.—Did you regard the chief function of the Matriculation examination to be to ascertain whether the student is likely to benefit by the education he receives in the college?—Certainly, I always adopted that as the important element in deciding whether I should pass the medical students or not.

7157. From your own experience did the matriculation examination of Queen's College, Galway, perform that function?—Certainly.

7158. Not merely with respect to the ablest, but with respect to the bulk of the students?—Certainly, I would not pass any student whom I did not think knew enough mathematics to understand my lectures on mechanics. That is the subject with which I began my lectures to medical students, and the one, in my branch, which most required mathematical knowledge.

7159. You believe the matriculation examination did fulfil its function?—Certainly.

7160 Is the matriculation examination of the Queen's College you were connected with, in your opinion, lower than that of any other university you are acquainted with?—Certainly not. In some universities there are no science subjects examined in at matriculation.

7161. Professor JACK.—At some universities there is no matriculation?—Yes, and until of late years there was no mathematics in the entrance course in Trinity College.

7162. Dr. STONEY.—You had much experience before you went to Galway, of the educational system of the University of Dublin?—Yes.

7163. An intimate acquaintance with it?—Yes.

7164. Did the education given to pass candidates in the Queen's College compare favourably with that that was given to pass students in any other university that you know of?—Most favourably.

7165. Was the average attainment of the students satisfactory?—With regard to the passes in the Queen's University, I consider they were fully on a par, if not superior, to those in Trinity College, Dublin; but with regard to the honour courses for the degree of B.A., as its was only a three years' course, and that of Trinity College is a four years' course, I do not think that the men in mathematics, and so on, were up to the honour B.A. of Trinity College. But the M.A. examination as examined in the Queen's University in mathematics, was fully up to the moderatorship in Trinity College.

7166. And the proficiency shown by the candidates was satisfactory pregress in a three years' curriculum?—Certainly. I would compare the degree examination in mathematics, in the Queen's University, with the final Junior Sophister examination of Trinity College.

7167. With reference to the scholarships that are given in the Queen's Colleges, how do these compare with the scholarships in other universities?—I have had no experience of scholarships in other universities.

7168. Have you any knowledge about them?—There were no science scholarships in my time in Trinity College, and the consequence is that I know very little about them.

7169. With reference to the value of them do you know?—As to the value of them there is no question. A man who gets a scholarship in Trinity College, Dublin, gets it for five years, if a junior sophister; for six, if a senior freshman; for seven, if a junior freshman. It is worth £50 a year, I believe. There is no comparison between the value of a scholarship in Trinity College and a Queen's College scholarship.

7170. Such rewards are to be regarded both as rewards for learning and aids to further learning?—Certainly.

7171. In your experience have the scholarships of Queen's College, Galway, fulfilled both of these functions?—In my opinion they have fulfilled both.

7172. And have been valuable as aids to learning and valuable as rewards?—Most valuable as rewards, and as inducements to meritorious men to work, who could not have gone through the University, or the College without them.

7173. Would it be true to represent that students have been bribed to come to the College, by the scholarships?—Certainly not: the scholarships would not pay their expenses, I should say.

7174. In fact they are small, compared with the prizes in other Colleges?—Yes.

7175. Professor JACK.—You had a good deal of experience for twenty-two years, in Galway. We have had evidence that the number of students was very small. They were, I suppose, a very small number during those twenty-two years, as well as now?—When I went to Galway there were only thirty students attending my lectures, but afterwards, I think for some time, the average attendance was about 120.

7176. I suppose your high-class students would be always a limited number?—I have had upwards of sixty medical students in my lecture room at one time.

7177. But I mean to say of the most advanced classes?—Each of these would not consist of more than four or six. I allude to third year's classes.

7178. These men would get in Galway something like the advantage of personal teaching?—Exactly.

7179. Their teaching would be very much directed to their personal wants?—Yes, of that character.

7180. It was stated that in some cases men were prepared for passing high examinations, and that the passmen were neglected. Did you find there was any tendency in that way?—I refer to my own case. There could be nothing of the sort, because I had both pass and honour classes. If a student were clever, though backward, it was my custom to recommend him to attend both, requiring no extra fee for the additional course.

7181. There would not be too much strain to attend both to the pass and honour men?—No. I think I had as much to do as any professor, and I found no strain.

7182. During these twenty-two years was there an advance in the education generally, or was there a falling off?—There was a marked improvement in the matriculation in science. Dr. Allman and I often remarked how much the students had improved.

7183. That is that they came better prepared in science and mathematics, Euclid, algebra, and so on?—Yes.

7184. I suppose in your time there was no class of students, or scarcely any class, that had not matriculated at all, or was there a class?—Any student might attend as a non-matriculated student. I have had a few such who were strictly speaking not students of the College, and who attended certain courses for their own advantage, but the non-matriculated students attending my lectures were generally medical students who had failed to pass the matriculation examination, and intended to present themselves again.

7185. Was there any particular disadvantage in consequence of the attendance of these unmatriculated students. Did they hamper the professor in his teaching?—Not in the least.

7186. These students usually took full advantage of the teaching?—Certainly. One remarkable instance I had during my experience. A gentleman came with his two sons to college, and remained there for some time. He attended my lectures on practical mechanics for a term; and this instance, I think, illustrates the advantage of allowing non-matriculated students to attend the College lectures.

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7187. He came, and he was in the way of getting good teaching?—But he was not in the way of anyone else.

7188. He selected the course which he would take?—Yes.

7189. And he had a moderate aptitude for it above the average?—Yes.

7190. Dr. MARSTON.—You went to Galway in 1851, and left in 1879?—Yes.

7191. Did you happen to know whether the students in the medical faculty went away from Galway to complete their medical studies?—A great many of them used to take an additional year somewhere else, or go to another medical school for the last year, but, not all.

7192. Did they graduate in the Queen's University or go to a licensing board?—Most of them went to the Queen's University. I have known of some instances where the Queen's University standard has been regarded as so high that students got tired of being stopped at the University and took their diplomas at some of the licensing boards.

7193. I suppose you would consider that students had in Galway fair opportunities for theoretical teaching, but do you know whether they had for practical teaching, that is, as regards hospitals?—I believe they had very fair hospital teaching there, but, at the same time, not quite sufficient to make a man a thoroughly practical medical man, and that students have been recommended to take an additional year on the Continent or in London. Besides that, we had a very large number who came from Dublin, and were Dublin students, and who came to put in the university part of their course with us.

7194. But still these men went elsewhere to complete their course, as a rule, in the medical faculty?—I should hardly say the majority of them did. Some of them came up to the Rotunda Hospital to take out midwifery; they had not sufficient clinical opportunities in Galway for that purpose.

7195. Have any material changes taken place in Galway since you left?—I do not know.

7196. Rev. Dr. MOLLOY.—Of course the evidence you give is in reference to the period during which you were yourself connected with the College?—Yes.

7197. Mr. Berwick was the President when first you went there?—Yes

7198. Did you take part in conducting the matriculation examination in your time?—I stated so; I examined, to assist Dr. Allman, in the matriculation examination in mathematics.

7199. Did you take part at matriculation in deciding the results?—The Council did that.

7200. Were you on the Council?—Occasionally, some times on, and some times off.

7201. Is it your opinion that the students who passed the matriculation in Galway were competent to enter upon a curriculum of University studies?—Speaking for my own subject, I think so, and the examiners in the other subjects thought so too, but in my own subject, and in certain subjects, they certainly were.

7202. You prefer not to give an opinion as to other subjects?—Of course, if an examiner reported a man fit to pass, the Council passed him.

7203. If he was recommended, you passed him, as a member of Council?—Certainly.

7204. Did you consider him competent to pursue the curriculum of the College?—Of course I did.

7205. At the Commission in 1857 President Berwick was asked, "What proportion of the candidates for matriculation examination have, on the whole, been rejected?"—to that he answered, "I should say, that now, perhaps, there is a sixth or seventh part rejected; I remember that five were rejected the last session; I do not know how many were rejected this session, but the fact is, if we rejected candidates who were not sufficiently prepared to enter on this curriculum we should reject eight out of ten."

7206. That represented the state of the Queen's College, Galway, in 1857?—That was the eighth year of the existence of the colleges. I did not examine for matriculation until Dr. Allman became bursar, and then, finding it laborious, he asked me to assist him; this was several years later than 1857.

7207. Can you give an opinion as to the standard of classical knowledge required for matriculation in Queen's College, Galway?—No; that did not come under me.

7208. Except as a member of Council, admitting students on the whole examination?—Yes.

7209. Did you accept the judgment of the professors who conducted that examination?—Certainly.

7210. Did you form any opinion as to the measure of the classical proficiency attained by the students who passed?—No; except that I went on the marks given by the examiner. If the Council thought fit they would have stopped the candidates.

7211. Do you agree or disagree with the opinion expressed by President Berwick in 1857, when he said—"Another reason for retaining the present curriculum is that the students come to the College very badly prepared. The fact is this—they come with nothing that can be called classical knowledge; they know nothing about classics"?—I say that was not applicable at the time I speak of, though it may have been applicable in 1857, when the College was in existence only eight years.

7212. You spoke of the students deriving considerable benefit from the teaching which they got in Queen's College, Galway?—Yes.

7213. Was it the teaching of a university college or the teaching of a high school?—The teaching of a university college.

7214. That is not the opinion of President Berwick. He was asked the question—"Am I to infer that the College, under present circumstances, can be little more than affording the advantages of a high school?" He answered—"That is the case with regard to classical subjects, although what I say on this point is not particularly restricted to this College. I have heard that the students come badly prepared to all the colleges"?—There is no doubt that the mathematical answering has, as I said, so enormously improved that if Mr. Berwick were alive now, and giving evidence, he would give very different evidence from that which he gave twenty-seven years ago.

7215. But Professor D'Arcy Thompson has told us that the students come worse prepared now than formerly?—If he said so I bow to his opinion so far as his subject, Greek, is concerned.

7216. And President Sullivan said so in Cork; the schools, he said, are going backwards?—I said that in mathematics they have improved, but I do not wish to express any opinion on a subject in which I did not examine in, or know anything about the answering.

7217. Did any question come before you at the Council as to the ignorance of Greek displayed at matriculation?—I know that it was generally considered a hardship to expect Greek from medical students. There were cases in which candidates for matriculation in the medical faculty knew very little of Greek, but if they were good in Latin they were allowed to pass.

7218. CHAIRMAN.—That is the report of the Intermediate Education Commission. (*Presenting book.*) Is that the last report?—Yes; we only got copies yesterday. There is one point on which there seems to be a mistake, and that is, in assuming that the junior grade Intermediate course represents an amount of knowledge inferior to that on which a boy can enter college. Now, I know, as a matter of fact, that in my time it was common, and I believe it is so still, for young men to enter College too early in life. I have known boys to enter from the second or third class in a school. On the other hand, there are some notable examples where men have obtained the highest distinctions, and obtained the highest place at entrance, scholarship, and so on, although they entered College at fourteen. There is another reason why boys may pass from the junior grade to Trinity College or the Royal University, and do well there. Any boy under sixteen years of age may present in the junior grade, and a large number

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DUBLIN.
June 21, 1884.

Arthur Hill Curtis, esq., LL.D.

enter college at about this age. There is a valuable table that we drew up for the first time this year. It bears on this question. It divides those who passed in the junior grade into those whose ages lie between fifteen and sixteen, between fourteen and fifteen, and so on. There is a large proportion between fourteen and fifteen, and below fourteen the number is comparatively small; the boys who come up at a very early age are very few.

7219. I see two precocious youths who are only nine passed?—Those boys possibly passed only in English and arithmetic. There is a great difference between pass and pass. A boy may obtain credit for the examination by passing in *two* specified subjects.

7220. If a boy, for instance, goes up in the junior grade this year and fails, is he allowed to go up the following year if he has not passed the limit of age?—Whether he fails or not he may go up again in the same grade, but if he gets an exhibition in a grade, he must retain it in a higher grade and cannot present again in the junior grade. A student may fail in a grade, and present himself again and again in it, if not over age.

7221. Rev. Dr. MOLLOY.—Will you give the opinion you have formed of the standard of education in the intermediate schools of Ireland?—You can form an estimate of that by the tables in the Report. I do not agree with Dr Walsh in the view he takes of the matter. There is a table here giving what percentage passed, and what percentage failed. In Greek, 59·7 per cent passed, and 40·3 per cent. failed. I do not think this could be taken as an index that the education in Greek is entirely satisfactory; it is not sixty per cent. The answering in English seems to be about the highest, 67·5 of the students who presented themselves passed, and 32·5 failed. I think the Commissioners would find the table referred to a very valuable one.

7222. May it not happen that a great many of the boys go up before they have really time to prepare themselves in these subjects?—It is quite true.

7223. There has been a sort of over-eagerness of boys to present themselves in subjects in which they are not prepared?—It is quite true, and attention has been drawn to the fact by the examiners in their reports and the proportion deduced in certain subjects, of students presenting themselves who should not have come up at all.

7224. But is it not a fact that you have absolutely a very large number of students coming from the Intermediate schools in Ireland who have passed in Latin, Greek, English, mathematics, and French?—Certainly

7225. And a very large proportion of these students passed with merit?—Certainly.

7226. Taking those two facts together, do they not constitute unquestionable testimony of the sound character of the Intermediate schoolteachingin Ireland?—In my opinion they do; of course in certain schools.

7227. And these schools are all given on your tables of results, which are exceedingly interesting?—Yes.

7228. CHAIRMAN.—I have observed too on looking at the examiners' report, they have not failed in the the two points pointed out by Dr. Walsh, which is so important, that is, in the unseen passages and in composition?—Undoubtedly.

7229. Rev. Dr. MOLLOY.—We have to thank you for your kindness in forwarding copies to us of your reports.

Henry Brougham Leech, esq., M.A.

Professor HENRY BROUGHAM LEECH, M.A., Professor of Jurisprudence and International Law, and Deputy Professor of Feudal and English Law in the University of Dublin, examined.

7230. Professor *Leech*.—Understanding that you are willing to hear evidence, I have attended here for that purpose. I think it an important duty to attend, having been Secretary of a former Commission, and having during three weeks careful examination of the Queen's Colleges been able to compare to some extent the work done there with the work done in two other universities. I have experience of Trinity College here, and of the University of Cambridge, where I was a Fellow. I desire to state my views as to the merits of the Colleges derived from that experience, and the views of the Commission on which I worked.

7231. CHAIRMAN.—What was the Commission?—It consisted of three gentlemen, the Rev. Osborne Morgan, Sir George Allman, and the late Treasury Remembrancer, Mr. Herbert Murray. They investigated the working of the colleges both from the educational and financial point of view.

7232. Was that Commission appointed by the Lord Lieutenant?—By the Treasury.

7233. What was the date of it?—1876.

7234. You made a report to the Treasury?—We made a report to the Treasury.

7235. That was not made public?—It has not been published.

7236. You recollect the scope of the inquiry?—We examined the presidents and professors in all the colleges; we went through all the museums and departments, attended some of the lectures of the professors in Belfast and Galway, and saw some work done in Galway. We made a complete examination of every department. Of course the opinion of the Commission was stated in that report, but what I wanted particularly to say was that the Commissioners and myself were surprised at the result.

7237. I wanted to see what information you have, and how you acquired it?—I acquired it in that way.

7238. But tell us exactly what was the object of the Commission?—I fear to make a definite statement as to that, not having seen a copy of the report for several years; but I may say generally that it dealt with various educational and financial questions; amongst others, with the question of the amalgamation of chairs, and the propriety of having instruction given by the presidents.

7239. From the presence of Mr. Herbert Murray, I would infer it was with financial considerations you were dealing?—It was certainly not altogether financial.

7240. Was the standard of education one of the questions?—It was not actually, but we became acquainted incidentally in the course of our inquiries with the work that was done in the Queen's Colleges, and we referred to it in the report. I should like to refer you to the report which you can see. I may mention also with regard to that inquiry, that being partly of a financial character, Mr. Murray was put on, but he was also a senior student of Christ's Church, corresponding to a Fellow of a College. The other men were men of the highest university distinction, Mr. Osborne Morgan was senior tutor in Christ's Church, Oxford, for twenty-five years, and Sir G. Allman has lately been President of the British Association.

7241. Rev. Dr. MOLLOY.—What was the educational question referred to you?—I cannot state it more exactly, it is six or seven years ago, and I should have to refer to the report.

7242. CHAIRMAN.—What occurs to me is this: Of course we cannot take your version of what is in the report. We must look at it, but you can tell us what you saw yourself with your eyes, and heard with your ears in the Colleges?—Yes; then my statement will be short.

7243. First of all, what year was it in?—1876.

7244. How many days were you in Belfast?—We were from Monday till Saturday at each College.

7245. And the Commission examined the professors in each College?—All the professors in each College and the Presidents were examined, and we inspected the departments, the museums, the laboratories, and the medical departments; we examined thoroughly, in fact, into the working of the Colleges.

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7246. And you as Secretary sat with the Commission from day to day?—Yes.

7247. And went round with them at their inspection?—Yes; what I wanted to state generally, if I may be permitted, was the impression made upon me, having gone there with a somewhat unfavourable idea.

7248. Where were you educated?—First at Dungannon School, and then at Trinity College, Dublin. I was a University Student there, and from that I went to Cains College, Cambridge, where I became a Fellow. I am now Professor of Jurisprudence and International Law, and Deputy to the Professor of Feudal and English Law in the University of Dublin.

7249. So that you have had opportunities of forming an estimate of academical work?—Yes, and very long experience. What I merely wish to say was, that having seen all these places I was greatly impressed by what happened, by the evidence that was given, and by the knowledge I acquired. I may add that this was frequently the topic of conversation amongst the Commissioners, and was also referred to in the report of the Commissioners, who were greatly impressed with the result, and with the great value of the work that was being done. We were present at a lecture of the Greek Professor in Belfast, and at a lecture of the Greek Professor in Galway, and I inspected myself some classical work done in Galway; the mathematical work was inspected too, and was alluded to in the report. As a matter of fact I was greatly impressed with what I saw and heard, and left the College under the idea that they were doing exceedingly valuable work, and that they kept up, compared with other universities of which I had experience, a very fair standard of education. The Colleges were doing valuable work for the country generally.

7250. Did you draw any distinction between the three colleges as between themselves, whether Belfast was better than Cork, or Cork than Galway?—The Colleges in my opinion had such an excellent staff, and stood so high, that I would not venture to draw a comparison; there was however an allusion made to this subject in the Report.

7251. In other words you found the colleges with a splendid teaching staff, splendid buildings, magnificently equipped, and all they wanted in some cases was students; is not that the sum and substance of it?—On the contrary, it is not correct to say they wanted students.

7252. I mean arts students?—No.

7253. Do you remember how many students were in Galway at the time?—No; but I will make a comparison with the University of Dublin. It is to be remembered with regard to these colleges that they enforce residence; the three colleges enforce residence.

7254. Professor JACK.—Attendance at lectures?—Yes. Now Trinity College, Dublin does not do that; it is intermediate between the two systems, inasmuch as you can get your degree either by residence and attending lectures, and a certain amount of examinations; or without residence, by merely passing examinations. At Oxford and Cambridge they enforce residence, and on the other hand at the new institutions called universities, residence is not enforced at all. That makes an important difference in my opinion, with regard to the matriculation of which you are speaking.

7255. We would be glad to have your opinion as an expert?—In all universities of enforced residence it will be found that the standard of the matriculation examination is generally low. They rely more on what they do afterwards than on the amount of knowledge the student has at the time he enters college. At nearly all the colleges at Cambridge there is no matriculation examination at all.

7258. Two colleges have?—Trinity and St. John's have, and my impression is that the entrance standards there are very low. I derive that impression from the fact of having been there for three years, and having known a good number of these students. I have not heard of men being "stumped," and I have observed men there whose knowledge was extremely limited.

7257. CHAIRMAN.—What I want to understand is, what means you had of gauging the standard of education in the Queen's Colleges. You heard a lecture from the Professor of Greek in Galway, Professor D'Arcy Thompson, and I have no doubt it was very amusing and instructive. How many students were in the class?—Very few: I think there were two or three.

7258. Do you recollect whether they were second or third year students?—I believe they were the highest class—an honour class.

7259. Did you observe or was it brought under your notice that there were a fair number of students in the first year in arts, and that they dropped out in the second and third year; each holding a scholarship?—That was not particularly brought before my notice. At Belfast there was a much larger number of students of course.

7260. Rev. Dr. MOLLOY.—Do you make a distinction between the character of the work which in a normal state of things ought to be done at school, and the work which ought to be done at a university?—It is exceedingly difficult to make that distinction inasmuch as at the highest class of schools there are men who are infinitely superior in knowledge—this applies more to England than to Ireland—to those at the universities. There are boys at the highest class of schools who would be able to teach the general run of students who are at Oxford and Cambridge; it is absolutely impossible to draw any line such as that which you indicate.

7261. You differ from the judgment of the last Commission on the Queen's Colleges, that the matriculation examination must always be maintained at a high standard as indicating the termination of school education, and the starting point of college studies?—That distinction ought to be rejected in regard to residential universities.

7262. You think that a residential university ought to combine the work of a school with the work of a college?—As a matter of fact it does.

7263. Do you think that desirable or undesirable?—I think it absolutely necessary if you are to keep up the numbers at a university at all.

7264. But if you got the numbers without admitting those requiring school work, should you then think it desirable to admit such students?—I should think it on the whole desirable, on the general ground that the more men are mixed and brought together the better. I should say there is no possibility of university education being restricted as you propose. If you attend at Oxford, or at Cambridge, and see the course of education given there, and hear the lectures delivered, you will see it is absolutely impossible to restrict university work to the higher studies.

7265. Sir William Hamilton's opinion is quoted by the Commissioners of 1857, who say, "Nothing we conceive can be more injurious to the interests of education than a low standard of knowledge as a preliminary qualification for college pursuits. We are of opinion with the late Sir William Hamilton that 'professorial prelections are no substitute for scholastic discipline,' and that a university loses its proper character when obliged 'to stoop in order to supply the absence or incompetency of the inferior seminaries'"?—I differ from that altogether. The proof that there is something to be said on my side is that at Cambridge generally speaking there is no matriculation examination at all.

7266. In your first answer you said it was necessary in the present condition of the country to receive badly prepared students in order to keep up the numbers at a university college. You now say it is advisable to do so on the ground of educational advantages. Would you admit boys who had not finished their school work?—That begs the question. It is laying down the line which, I think, cannot be drawn.

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DUBLIN. June 21, 1884. Henry Brougham Leech, esq., M.A.

7267. Would you say a student is fitted to enter upon his course at a university college who has to begin the Greek declensions for the first time?—I should think there would be very little use in his going there.

7268. Then you admit there is an amount of educational work which ought to be done at school and not at the university college?—Certainly.

7269. Will you give us your opinion as to the amount of work which ought to be done at school before a student should be allowed to enter a university college?—There is the same difficulty in answering that question and drawing a definite line; it is within the limits of possibility that a man having a very imperfect and unsatisfactory education might go to a university and acquire such an amount of knowledge as would enable him at the end of a year to make a fair show. That is the view which universities having no matriculation examination take, and it is the correct view. It is exceedingly difficult to say how much a man ought to know, and what are the deficiencies which should exclude him. I should give him a chance and see what he would do at the first university examination.

7270. Do you think the students unprepared in this way ought to be put into the same class with the well instructed men?—There is always a difficulty about that; you cannot, under any circumstances, get rid of it.

7271. In the several classes the professors would have double work—the work of the school and the work of the university?—No doubt, that difficulty would arise.

7272. I will read for you President Berwick's opinion on the point. He considered that students who come up badly prepared only get a smattering during their university course. He was asked, "Do you conceive the information they acquire is what may be called a smattering," and the answer was, "It is inevitable, because they have to begin with the rudiments and have got a curriculum which would take up the whole time of a man who came to college well prepared."

7273. Dr. STONEY.—That opinion was expressed twenty-eight years ago, when the College had been but a short time open, and I do not think we have any evidence to show that President Berwick retained that opinion subsequently.

7274. Rev. Dr. MOLLOY.—You must inevitably come to the same conclusion—that is to say, you must admit that the student who comes badly prepared and is put into a high curriculum can only get a smattering?—As a general rule he could be in a weaker position than if he came well prepared, and would possibly get only a smattering.

7275. And he would be able to get greater advantages if he came well prepared?—Yes.

7276 And therefore if there were a sufficient number of students available it would be better to restrict the university colleges to the higher studies?—That is just a question of the balance of advantages. The well prepared students would, no doubt, get more advantages, but you propose to shut out ill-prepared students.

7277. To send them back to school?—At any rate, for the present to shut them out from the advantages of university education altogether.

7278. No?—Well, for the time being.

7279. Not to shut them out, but to insist on their being properly prepared?—It means not to allow them to appear in the university.

7280. Until they are prepared?—I should not go so far as that with you. I do not think that the whole benefit of a university course is the mere advantage derived from teaching and contact with the teachers. There is a vast amount of good derived by young men being residents at a university and mixing with men of their own age. That is so great, that I should make a concession as regards knowledge to get it.

7281. Will the advantage of contact and mixing with men of their own age be diminished by their being well prepared for a university curriculum?—Certainly not; but a student will be deprived of these advantages altogether if you reject him when he comes up—if you make the standard so high as to reject him.

7282. Dr. STONEY.—In most schools there are two classes of students—those who intend to go to a university and those who intend to content themselves with a school education. In some schools in Ireland there is another class—the class who are looking to the clerical profession and who would not go to any university at all. The only one of these three classes to be considered is the case of those who are going up to a university?—Certainly.

7283. And these are not generally those who remain the longest time at school?—It is so long since I have had any experience of schools in Ireland that I hesitate to give any definite opinion upon the subject. Indeed I should speak with great care and reservation on the subject of schools in Ireland, not having had any practical acquaintance with them for twenty years.

7284. Do you happen to know how many of the twenty Colleges in Cambridge have as many students as the Queen's Colleges?—I can give you generally or roughly the number in the Colleges in Cambridge.

7285. Trinity is the largest?—Trinity is the largest, and in my time had 600 students.

7286. Professor JACK.—What date was that?—From 1867 to 1870; Trinity had about 600 students. St. John's between 300 and 400, my own college, Caius, between 130 and 140, and the majority of the small Colleges from 150 downwards, some as low as 60 or 70.

7287. Dr. STONEY.—Then there were only two or three larger than the Queen's?—Trinity was the only one larger than Belfast.

7288. I suppose you know a Cabinet Minister gave a summary of the opinion about the education of the Queen's Colleges arrived at by the Commission of which you were secretary?—I believe the late Chief Secretary delivered a speech in public on the subject.

7289. Do you know what he said?—Yes, I do; but I feel some difficulty in saying anything about this, knowing what evidence is. The rules of evidence are familiar to me.

7290. CHAIRMAN.—We are not so strict here, but "what the soldier said is not evidence." I believe it was Sir Michael Hicks-Beach who made the speech at the Castle in 1877, and I have heard there is an extract from it in one of the Queen's University reports furnished to the Lord Lieutenant.

7291. It is printed along with the records of the Queen's University I have no doubt?—It was one of the speeches made at the conferring of degrees, and it would be very hard for me to say anything about it at all.

7292. Would it be possible to get a copy of that report?—You mean of my report.

7293. Yes?—I should think it would be quite possible. I might be able to procure a copy.

7294. Was it printed?—Yes.

7295. It would not be fair to ask you to furnish it?—By application it could be got. I do not see what objection in the world there could be to giving it. On the medical schools and on various other subjects there is a good deal of information in it.

7296. Professor JACK.—I gather from what you said you thought that the highest boys in the best ordinary schools—for instance the ordinary English public schools—could be quite competent to teach Latin and Greek and other such subjects to the ordinary passmen of Oxford and Cambridge?—Yes.

7297. I gather that in your opinion it is not easy to draw a sharp distinction between the school and the college?—Impossible. As an instance of that, I may mention, men come up from school to Cambridge and get university scholarships.

7298. Constantly?—I should rather say occasionally. The difference between a university scholar at Cambridge and a passman is infinite. A university scholar

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Henry Brougham Leech, esq., M.A.

at Cambridge represents an exceedingly high degree of knowledge in classics. It means that a man is a first-rate classical scholar and would take a first class in the tripos. Not only that but he would take a high place in the first class if examined on the spot, that is to say, under the tripos system which prevailed in my time.

7299. Would it be your opinion that an unprepared student entirely wastes his time at a university?—Certainly not, and that coincides with what I said before. He has in the end the benefit of being much better educated than he could otherwise have been, and much more fit to go into professional life.

7300. It has been mentioned that a professor in certain instances would have to do the work of a schoolmaster. Do you find it easy to draw a sharp line between professor and schoolmaster?—It is impossible. From what I have heard of lectures myself at Cambridge—lectures to passmen—the lecturers there had a good deal of the schoolmaster's work.

7301. I suppose, in point of fact, both men are educators?—Yes, and they have to deal with the material put before them in the best way they can.

7302. There was an opinion expressed by a distinguished man at Oxford, with regard to the university there, that all the passmen should be turned out bodily, and the university confined to honour men of the highest type. Would you agree with that opinion?—Certainly not. You may form a higher university, and call it something else, but it would be opposite to our university ideas.

7303. It would be impossible to foresee the educational effects of it?—I should not regard it as a satisfactory experiment.

7304. That is what would result from a total separation of the schoolmaster's work, and the professor's work?—The pressure would be exceedingly high, and the result could not be satisfactory.

7305. Dr. MARSTON.—You recognise the difference between an examining university, and a teaching university?—A very great difference indeed—so great indeed, that I think it is a pity they are called by the same name.

7306. Is it your opinion that an examining university should also be a teaching university—that the two should not be divorced, but that the teaching should lead up to the examining?—Certainly, that is my opinion.

7307. With regard to a matriculation examination, of course there is no doubt about the benefit of having a good preliminary education, but I presume, the well prepared need not always have the capacity of the unprepared. Do you think that to shut out the latter altogether from a college career would have a bad effect. Is that what you mean?—The answer to that question depends a great deal on what you mean by prepared and unprepared students. Each man, probably has a different standard. I admit, a man who does not know the rudiments of Latin and Greek, is unprepared, and I think, it would be just as well if he did not appear at a university at all.

7308. I will put it a little more in the concrete. Would you admit a man to study in the medical faculty who, at his examination, showed a good knowledge of Latin, English, and elementary mathematics, but was ignorant of Greek?—I would admit him, certainly.

7309. You say you spent a week at each of the colleges, on your Commission?—Say five days—the better portion of a week.

7310. I understood you to say you personally went into the subjects of instruction—that you heard the Professor of Greek, that you went over the museums, and that you have had a good deal of experience elsewhere. You wish us to understand, you were favourably impressed?—Certainly.

7311. Do you include in this the physical sciences taught. Did you hear any lectures upon those?—No. The lectures I did hear were very few in number.

7312. You were speaking of the arts?—Yes. In fact, as regards the other matters, from personal knowledge I can say very little. I merely state my general impression.

7313. And you think we shall have no difficulty in obtaining that report on application?—I should think not.

7314. It contains a lot of material as to hospitals?—Yes.

ALEXANDER ANDERSON, esq., M.A., Q.U.I., examined.

Alexander Anderson, esq M.A., Q.U.I.

7315. Professor JACK.—You were a student of Queen's College, Galway?—Yes.

7316. When did you leave the College?—In 1881.

7317. Did you go straight from Queen's College, Galway, to Cambridge?—Yes.

7318. Did you get any entrance scholarship?—I got a foundation scholarship at Sidney College.

7319. Straight from the College?—Yes.

7320. Since that time you have been working regularly for your degree?—Yes.

7321. You passed at the tripos last week?—Yes.

7322. What place did you take?—I was sixth wrangler.

7323. Do you attribute the success which you attained mainly to your Galway education or mainly to your Cambridge education, or would you draw any distinction—would you say to what you attribute it chiefly?—I certainly attribute it principally to the training I got at Galway.

7324. That is to say when you went to Cambridge, you were in a state to take a good position at once, in consequence of the training you got at Galway, for instance, you obtained a foundation scholarship at your own college?—Yes. I think at that time I could very probably have had a place among the Wranglers, or at least very high in the Senior Optime list.

7325. That is on the ground of the results of your Galway education you would have got a place either low in the Wranglers or high in the Senior Optimes?—Yes.

7326. Your training was exactly the same training as other people's training?—Yes, there was no difference made between the students.

7327. Your class would be very small in the higher classes?—In the higher classes in Galway about six or four or five.

7328. Did the smallness of the class produce any effect in the way of making the teaching better or more suitable or less suitable?—I think it had an effect in making the teaching more suitable to the capacities of the several candidates. The lecturer became more acquainted with the capacities of the students in his class.

7329. You are acquainted with the system known as private coaching at Cambridge?—Yes.

7330. Was it your experience of the professors at Galway that their highest men practically did the work of private coaches at Cambridge or not?—No, I think they did not.

7331. Just explain as far as you can in what way you draw a distinction?—At Cambridge a great many of the private coaches take their students separately.

7332. But the most distinguished mathematical coach takes his students in classes of six?—Yes, but those are very good students indeed, picked students.

7333. They are not like the men in Galway, of different standards, but the six who are together are men neck and neck, and something of the same kind?—Yes.

7334. So that in Galway, what a professor would

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DUBLIN. June 21, 1884.

Alexander Anderson, esq., M.A., Q.U.I.

do would be to make his lectures cover the particular range of each of the individual students?—Yes. Some lectures were conducted by question and answer; for instance the honour class in mathematics that I attended in Galway was simply conducted by question and answer.

7335. You know, of course, as well as anybody could know in detail, what was the standard of instruction given in Galway in 1881, when you left it. What would be your opinion of it, having seen Cambridge?—I think it could compare very favourably with Cambridge.

7336. For instance, there are two points in which one would compare universities. With regard to the pass men, the ordinary rank of men, and the honour men. Would you compare the pass men who go through the whole pass course in Galway with the pass men who go through the whole pass course in Cambridge?—The pass men in Galway were quite equal to the pass men in Cambridge, if not superior to them.

7337. With as much knowledge?—As much knowledge.

7338. And they are as carefully looked after?—As carefully looked after.

7339. More so?—More so, I think.

7340. With regard to the honour men what is your opinion?—I cannot say the honour men at Galway would be as good as the honour men at Cambridge. But, on the other hand, I know honour men at Cambridge, scholars at some of the small Colleges, that would not have any chance of becoming scholars at the Queen's Colleges.

7341. Would those men also get scholarships?—Not scholarships of the best type.

7342. But scholarships could be got at Oxford and Cambridge by men who could not get them at Galway?—Yes.

7343. Would there be one single payment of £24?—No. They would be about £30 or £40 a year for three years.

7344. So those scholarships would be equivalent to a payment of £120 or so?—Yes.

7345. And these would be got by men at Cambridge who could not get £24 at Galway?—Yes.

7346. What sort of scholarships?—I refer principally to the science scholarships. I am inclined to think what I said would not hold with regard to the classical scholarships.

7347. What do you say with regard to the science scholarships—are they held by men who could not get an entrance science scholarship, or a second year's, or a senior scholarship at Galway?—I am speaking of the science scholarship at the beginning of the first year.

7348. Then your evidence is that men who could not get that scholarship in consequence of the state of the examinations might get scholarships at Cambridge?—I think it is quite possible.

7349. If there is any evidence you would like to offer in addition, that is within the scope of our inquiry, we shall be happy to take it?—I have not heard any of the evidence that has been given before the Commission, or read anything about it at all.

7350. Have you any knowledge of the relations between the Queen's Colleges and the Royal University, how far the students take advantage of the Royal University—perhaps you have not an intimate acquaintance with that?—I have not. The Royal University has been since my time.

7351. You would not have any knowledge as to whether the institution of the Royal University did or did not upset the minds of the students at Galway or elsewhere?—I have known students since that time. They are attending the Queen's Colleges, and their minds were very much upset about the establishment of the Royal University in Ireland.

7352. Do you come from Galway or the province of Connaught?—I come from Ulster.

7353. Were there many men from Ulster in Galway in your time?—There were a good many, a great number. The majority of the scholars came from Ulster in my time.

7354. You would be familiar with the men who were scholars in your time?—Yes.

7355. Were they, in your judgment, fitted to receive scholarships, or competent to win scholarships, according to a reasonable standard?—I think they were quite fitted.

7356. Have you any recollection of anybody at whose getting a scholarship you were surprised?—No, I have been much more surprised since I went to Cambridge about the abilities of those who obtained scholarships than before.

7357. You had never any reason to open your eyes at Galway particularly?—Not particularly.

7358. More at Cambridge?—Yes.

7359. CHAIRMAN.—You matriculated in Queen's College, Galway, in 1876?—Yes.

7360. And took your B.A. degree in 1880?—Yes.

7361. Were you absent from illness for a year?—I was absent a year from the College, not from illness.

7362. You took your M.A. degree in the Queen's University in 1881?—Yes.

7363. You were M.A. in the Queen's University when you went over and began your undergraduate course in Cambridge?—Yes, when I commenced the course; but I got the scholarship before I was M.A. I got the scholarship in October, 1881, and did not take the M.A. degree till October.

7364. Did you get an entrance scholarship in Galway?—Yes.

7365. Did you get a second year's scholarship tenable for two years?—Yes.

7366. Did you get the senior scholarship?—Yes.

7367. Do you remember how many students were in the second year's course?—I think there were six. I am not quite sure, but certainly there were five.

7368. In the next year, the course before the B.A. degree, do you recollect how many there were?—There were not so many.

7369. Was it a scholarship in science or in literature you got?—A scholarship in science.

7370. All through?—All through.

7371. What was the nature of the foundation scholarship in Cambridge?—A scholarship in mathematics.

7372. Professor JACK.—What did you do in the interval after taking your degree in Queen's College, Galway, in 1880—were you reading particularly for the M.A., or were you working at all?—I was working in Galway. I was reading partly for the M.A. and partly for a scholarship in Cambridge—that is, I was specializing my study for a scholarship in Cambridge.

7373. Were you working with the professors at all?—I was working under Professor Larmor.

7374. You were getting advantage of the professors and the institution?—Yes.

7375. You went straight from Galway to Cambridge?—Yes.

7376. Rev. Dr. MOLLOY.—You got a senior scholarship in October, 1880, in Galway?—Yes, in natural philosophy.

7377. Then you had the advantage of Professor Larmor to work with you from that to April?—Yes.

7378. Was there anyone else reading the course you were reading with him?—No.

7379. Practically, you had all the advantage you would have from a private coach preparing at Cambridge?—I had not the advantage of a private coach. He did not take as much interest in me as a private coach would.

7380. He had other classes to attend?—Yes.

7381. But it was a very great advantage?—Of course it was an advantage.

7382. You said the pass-men in Galway would compare favourably with the pass-men in Cambridge. By pass-man do you mean a man who is not a scholar?—

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A man who takes a pass degree, a man who does not take an honour degree.

7383. A scholar then might be a mere pass-man?—It is quite possible, and it is the same in Cambridge.

7384. Were there many scholars who were only pass-men in your time in Galway?—There were some, at least.

7385. When you say that a man would get a scholarship in Cambridge, who could not get an entrance science scholarship in Galway, do you mean he would get a science scholarship in Cambridge?—Yes.

7386. Then the lowest science scholar in Galway would be sure of a science scholarship in Cambridge?—If he went to the proper College; I do not mean Trinity.

7387. Professor JACK.—But within your knowledge there are such places?—Yes.

7388. Rev. Dr. MOLLOY.—You think he would not get it in Trinity or John's?—Yes.

7389. CHAIRMAN.—Sidney College was yours?—Yes.

7390. Dr. MARSTON.—Was the matriculation examination at the College in your time sufficiently high for the men to be quite in a position to avail themselves of the teaching they received in the College?—I think it was.

7391. You have no doubt on that head, that the men after going to College, were sufficiently educated to avail themselves of the opportunities offered at the College?—I have no doubt upon that.

7392. You have formed, I suppose, a very definite opinion—indeed you have almost expressed it—with regard to the standard of education at the Colleges as compared with other places. Are you satisfied with the standard of education at the Colleges, speaking as a matter of experience and your own observation?—Yes, I am satisfied.

7393. You wish us to understand that you are quite satisfied?—Yes.

The Commission adjourned to next day.

TWELFTH DAY—MONDAY, JUNE 23RD, 1884.

AT THE COMMISSIONERS' OFFICE, CASTLE-STREET, DUBLIN.

Present—R. P. CARTON, Esq., Q.C., Chairman.

Rev. GERALD MOLLOY, D.D., F.R.U.I.; GEORGE JOHNSTONE STONEY, Esq., M.A., D.Sc., F.R.S.; Professor WILLIAM JACK, LL.D.; and Deputy Surgeon-General A. MARSTON, M.D., with

N. D. MURPHY, Junr., Esq., Secretary.

ROBERT Y. TYRRELL, esq., F.T.C.D., examined.

7394. CHAIRMAN.—You are one of the Fellows of Trinity College, Dublin?—Yes.

7395. And you are anxious to give some evidence to the Commission?—Yes, as I have examined for some six or seven years at the Queen's University examinations, where the graduates, of course, came under my notice. I wish to say that I have examined for degrees, for honours, and for scholarships, all at University examinations, and I found the answering of some of those students of a very high order.

7396. What period do you refer to?—I examined up to the time that the Queen's University ceased to exist, and I fancy that I began to examine somewhere about 1873—perhaps 1874—five or six years before the dissolution of the Queen's University.

7397. Can you draw any distinction, or do you draw any distinction, between the attainments of the students of Belfast, Cork, or Galway?—It so happens that now three or four names occur to my memory. I was greatly struck with the answering of O'Connor—I am not sure what college he belonged to.

7398. He is from Galway?—And then another was Dickie—he was very good; also Farrelly and Rogers. I remember these particularly.

7399. Rev. Dr. MOLLOY.—Was that Mr. Farrelly who has been recently elected a member of the Senate of the Royal University?—I do not know anything about his subsequent career, but I remember these four names particularly. I remember that at the time I was greatly struck in every case with the Latin prose. It seemed to me that all those men I have mentioned, and indeed others as well, whom I dare say I could mention if I thought a little, were quite of the very first rank. Their Latin prose was as good as one could get anywhere, from the very best students. The general style of the answering, too, struck me as extremely good. The reading seemed to be extensive; grammatical answers good; and in the style generally, what I might call robustness, sound, strong, vigorous, tasteful scholarship.

7400. Dr. STONEY.—You examined both at the little-go examination and at the degree examination?—Yes.

7401. At the little-go examination you had an opportunity of judging of the entire class of pass-men?—Yes. I thought the entire class of pass-men were quite as good as could be expected—as good as one would expect.

7402. Then your opinion is that the average preparation of the pass-men was satisfactory as compared with what could be expected?—Yes, certainly.

7403. And that the proficiency of the honour-men was very great?—Yes. I thought that the pass-men, as a rule, answered very adequately, and those men who succeeded in passing seemed to me to have answered very adequately and well.

7404. Professor JACK.—Do you happen to recollect was there a large proportion of pass-men? You mentioned those who succeeded in passing. Was the proportion larger or smaller than your experience as an examiner would have led you to expect?—I do not think I could answer that. In Trinity College we do not know who passes or who does not. It is all settled by the Senior Lecturer. In the Queen's University every professor had a veto. There was a considerable number rejected each time that I examined, but, of course, I cannot exactly say whether those were the men who had done well in my particular business or not.

7405. Your impression would not be that there was any undue leniency shown in the book examinations?—By no means. In fact, my impression is, that I generally voted in favour of a little less rigid line.

7406. But the line was, as a rule, rigidly drawn?—Yes.

7407. Your means of comparison were largely in connexion with Trinity College?—Yes, largely. Of course that is the chief source of my experience. I have also examined occasionally, in old times, at

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DUBLIN. *June 25, 1854.*

Robert Y. Tyrrell, esq., F.T.C.D.

schools, and I have often examined at the Intermediate.

7408. Would you be able to compare the pass-men, or to institute any comparison between their instruction and that of the men in the same position in other universities like Trinity College, for instance, the pass-men there and the pass-men in the Queen's University?—I would say that the answering of the men to whom I gave marks sufficient to pass them, was very much the same as the answering of the men to whom I gave pass-marks in Trinity College. I have, of course, only one standard of examining.

7409. With regard to the honour men, would you be able to give us any indication according to any standard of Trinity College—what sort of place would the men we have been speaking of take?—The honour men would have one disadvantage in competing for distinctions like scholarships or moderatorships in Trinity College. Verse writing in Greek and Latin is not encouraged and hardly counts at all in the Queen's University. In Trinity College it has a considerable place; it would largely affect the chance of a man's success at scholarships or moderatorships, still more fellowships, though it has not by any means a preponderating weight, so that a candidate could not be successful without verse writing. Still it has enough to put a Queen's man under a disadvantage if he were to go in for a scholarship with us, however, not such as to prevent him attaining it at all. A man who had a good sound knowledge of Latin and Greek, who had good composition in Greek and Latin prose would get a scholarship without verse, and some of the Queen's men have done so. If I remember rightly, Seaver did not send in any verse, and another Queen's man, Bracken, got a scholarship recently, and I do not suppose he got many marks in verse.

7410. What proportion of the total marks given with regard to the scholarships would be due to verse? Have you any idea?—With regard to the classical scholarships, out of 250 marks verse would only count thirty.

7411. So that a man would have his chance of 220? He would.

7412. And I suppose it would be difficult for you to institute a comparison between the state of classical preparation of men at their stage in Trinity, supposing the two sets of men were presenting themselves, both without verse, and verse not counted at all?—In my opinion the Queen's men would have quite an even chance, judging from my experience. I now compare the best Queen's men with the best Trinity men, and the slightly less good with the slightly less good. O'Connor distinctly struck me as a man of the very first order. He afterwards went to Oxford and died there early from an accident. He translated the "Bacchæ" when quite a young man, putting it into English prose. It was an admirable work.

7413. I suppose the relative importance of verse is a point of dispute at universities; at least there is no unfavourable impression created against the Queen's Colleges in consequence of them not encouraging it?—By no means. For instance, at Oxford, there is no such thing as verse composition after the examination corresponding to the little-go, which I think they call "moderations."

7414. I understand the German universities do not distinguish themselves particularly in verse composition?—No, I do not think they practise it at all.

7415. Dr STONEY.—Mr. Maxwell, a Queen's College student, has recently got a sizarship in Trinity College?—I have not seen the list of sizars this time. I did not know it was out.

7416. Dr. MARSTON.—I may infer that those men who exhibited so much robustness in their scholarship must have been in a condition to benefit by the teaching they obtained in the Queen's Colleges after they entered them?—Yes, surely.

7417. Would you have a matriculation examination of a very high standard or not?—My view of a matriculation examination is that it is, or should be, devised in the interest of the students. It should be of such a character as to ascertain whether, if they passed the examination, they will, with sufficient diligence, afterwards be able to pass their term examinations. Such would be my view. If I think the candidate has attained such knowledge that, with due diligence, he may fairly expect to pass his term examinations, and go on to a degree, I would give him such a mark as would admit him. If I thought his answering was not of that character I would give him such a mark as would reject him, because it would do him no good to enter, and immediately fail in the term examinations, which he certainly would, if admitted.

7418. Would you infer that the teaching of the Queen's Colleges was good?—Certainly.

7419. That is the impression you wish to convey to us?—Strongly.

7420. Dr. STONEY.—The test of the adequacy of the entrance examination is, whether it is found on trial that the men who passed it are able to go on properly with their course?—Certainly, that would be the proper view of the matter.

7421. That is the correct test to apply?—In my opinion it is.

7423. Professor JACK.—Have you any knowledge of the programme of matriculation in the Queen's Colleges?—No; I never examined for entrance.

7423. And you have not considered it?—No, but, of course, from my point of view, it is a matter of no importance whatever. I should ask the candidate some questions in grammar and parsing; if he could answer them it would show the capacity was there to make up any book set him at his examination. It would not alter my opinion in the least, no matter how long or how short the course passed before entrance was.

7424. That is to say, whether it was two books or one book?—Two books, or one book, or no book at all.

7425. Is that the practice at Trinity College with regard to matriculation, or is there any matriculation programme?—There is, and the number is two Latin and two Greek, but I would consider that the point to ascertain was not whether a student knew two Greek books and two Latin books, or one Greek book and one Latin book, but whether he had such a basis as substructure that he might be fairly expected, with reasonable diligence, to pass his term examinations afterwards.

7426. Is the examination at Trinity College severe—is the proportion of rejected students large?—That I could not possibly tell. The senior lecturer of Trinity College is the responsible officer in that case. He it is who accepts or rejects according to his own judgment. I could not possibly answer that question; I never know who passes.

7427. I presume that he probably talks with the examiners, and acts on their judgment more or less?—No, he has the examiner's marks; I do not think he does; he uses his own judgment; he is quite absolute.

7428. He is a man of great experience?—He must be a Senior Fellow, so he must have had considerable experience.

7429. He judges and determines?—He judges and determines, and, I fancy, bases his judgment on the question whether the student could be expected, reasonably from the marks, to pass afterwards.

7430. If he thought not, he would send the student back to school?—Certainly; if he thought not he would send the student back.

7431. Rev. Dr. MOLLOY.—You stated that you examined at the little-go examination the entire class of pass-men, and that their answering was adequate. The little-go at the Queen's was the examination at the end of the second year's course?—Yes, it was; they called it the first arts examination.

7432. But there had been a previous sessional examination accepted by the University as holding the place of a university examination?—I do not know anything about that.

7433. At all events the examination that you took part in was the examination at the end of the

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second year of the course?—Yes, it was called the first arts examination in the paper, and I understood it exactly corresponded to our little-go examination which is held at the end of the second year.

7434. What do you mean by pass men when you say you examined the entire class of pass-men?—I examined those men who did not present themselves as candidates for honours at that examination.

7435. Suppose a man held a scholarship for two years in classical subjects, might he be a pass man?—He might, or might similarly in Trinity College. A man who got first scholarship the year before would appear as a pass man; he would not present himself for senior exhibitions, which would be analogous.

7436. He might be a scholar of two years standing, and yet a mere pass man?—The distinction is this, that one goes in for honours, and the other does not. The latter might be a very distinguished and able man, and yet it might not be convenient to him to read for honours at that examination.

7437. What would he have gained by going in for honours at that examination?—I do not know.

7438. Are you aware that he would continue to hold his scholarship though your examination was only a pass examination?—I am not surprised at that. I mean by the pass men, those who do not present themselves as candidates for honours.

7439. As far as you know he might have held a scholarship for two years in classical subjects?—Yes, and I dare say he receives good marks at the pass examination—perhaps full marks.

7440. What proportion of students from the Queen's Colleges were accustomed to present themselves for honours, and what proportion for pass?—I am afraid I can hardly answer that question. It is now four years since I took part in the examinations.

7441. Suppose a student presented himself for honours, would he get any academical reward for passing the examination?—That I do not know. I place them as far as I can in the order of merit. I do not know whether they get a money prize or what they gain by success.

7442. No money prize or scholarship?—This was the "first examination in arts," and the scholarships were awarded at college examinations. A man might be distinguished and yet not present himself for honours. I might give him 100 per cent. for a pass, and yet not honours; so at our little-go I have given men ten (the highest mark), and I have asked them why they did not go in for honours, and they have replied that something prevented them.

7443. But you have no means of knowing whether these men may not have held scholarships for two years in the college from which they came?—None.

7444. With regard to examinations for entrance, should you attach importance to the students being well prepared in school work when they come to a university college?—Certainly.

7445. Should you consider that those well prepared when they come up are in a better condition to take advantage of university teaching than those who come up badly prepared?—Certainly.

7446. Do you think it desirable to admit to a university college those who are "badly prepared in every kind of school work"?—I think it would be a question which would depend very much on circumstances. If you thought they were so badly prepared, that they certainly would fail in passing their ordinary examinations, it would be unjust to the candidates themselves to allow them to pass; but if prepared in such a way that, though very inadequate at the time, it seemed they had a substructure—well, I would say, "let them pass." I have myself examined Englishmen who came over, and had been very poor at the beginning, but who being hard workers and honest, industrious fellows, who wanted to get their degree and to learn, have made such immense improvement that I have sometimes given them eight and nine at the close of their college course.

7447. You said you considered that the matriculation examination was useful in testing the capacity of those men who come to take advantage of the teaching, so as to be able to pass their term examination?—Yes.

7448. Suppose a large number of men come in badly prepared in every kind of school work, is there not a danger that the standard of the term examination will be lowered to meet the requirements of such a large number of students?—I think it would be very much to be regretted if it were so.

7449. We have received it in evidence that a large number of students coming to one of the Queen's Colleges about the time you speak of, were "badly prepared in every kind of school work, and were only able to follow a university course in a limping and unsatisfactory manner." Have you any means of knowing whether the students of whom you formed a favourable opinion at the little-go belonged to that class, or to the class who were well prepared at matriculation?—No, I had no means at all.

7450. You spoke of O'Connor as having been a good scholar?—Yes.

7451. We have it in evidence that he came to Queen's College, Galway, better prepared than any student who ever came there?—Yes.

7452. He would be an example of students fitted to benefit by the teaching?—Yes, he was a remarkable case.

W. THORNLEY STOKER, esq., M.D., F.R.C.S.I., examined.

7453. Dr. MAHAFFY.—You are a graduate in medicine of the Queen's University?—Yes, I graduated in 1866.

7454. You are a Professor of Anatomy also?—I have been Professor of Anatomy in the College of Surgeons, Dublin, since 1876.

7455. Are you attached to any hospital in Dublin?—I have been a surgeon to one hospital or another since 1871—for the last thirteen years.

7456. You have had a good deal of experience of teaching, and of clinical teaching then. Have you had any experience of examining students?—I have been for ten years—from 1866, what is called a private teacher or grinder in Dublin, and prepared a great number of men during that time for all sorts of medical examinations—for the Queen's University, M.D., for the Licensing Bodies here and in Scotland, and for the Military and Naval Medical Service. I had large classes—and I have of course had thirteen years experience as a clinical teacher in the city of Dublin and Richmond hospitals. In these capacities I have come in contact with a great number of Queen's College men, as well as with a great number of other students.

7457. As you have had this extended and varied experience, I suppose you are well qualified to give us some information. Now what is your opinion of the standard of education at the Queen's Colleges. Suppose you begin with the matriculation examination, and then tell us what you think of studying for medicine and arts concurrently for the Royal University?—The only arts examination that I would venture to express an opinion about is the matriculation, because I have known a great number of students who went in for that examination, and I have had an opportunity of comparing them with the students who passed the corresponding examination in Trinity College, the College of Surgeons and other bodies. I think the matriculation of the Queen's University is at least as difficult as any of these examinations. I am inclined to think more so.

7458. Rev. Dr. MOLLOY.—Do you speak of any particular college, or of all?—I speak collectively, as far as I have had an opportunity of judging.

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DUBLIN. June 23, 1884.

W. Thornley Stoker, esq., M.D., F.R.C.S.I.

7459. Dr. MARSTON.—At which College were you?—Queen's College, Galway.

7460. Have you ever compared the course of study of the Royal University with that of the Queen's University in the medical faculty?—Frequently.

7461. If that is the case, what is the result of the comparison in your mind—I am speaking of the medical faculty?—You ask me first to state my opinion about the propriety of pursuing concurrently the arts and medical course.

7462. Quite so?—Well, I am strongly of opinion, when medical studies are pursued concurrently with arts studies, the student subtracts from his opportunities of acquiring medical knowledge. I think it is desirable, as far as possible, that the arts course should be—the bulk of it, at all events—behind the student when he begins his medical studies. In the case of students entering the University of Dublin, I have always advised strongly that they should have at least passed their "little-go" before beginning their medical studies, and in the case of the Royal University I am of opinion they should, if possible, get their year in arts over before they begin their medical studies.

7463. This concurrent study renders the curriculum too heavy?—For the ordinary student it does. There are exceptional men who do not feel the weight of the study, but the bulk of the students cannot undertake the two courses without one suffering at the expense of the other.

7464. Would you be good enough to continue as to the result of your comparison of the course of study prescribed by the Queen's University in the medical faculty with that prescribed by the Royal University?—Do you mean the attendance on lectures and so-forth?

7465. The course is not quite identical?—Very nearly identical.

7466. But not quite?—Mental disease has been added to the curriculum of the Royal University, and I do not approve myself of that addition.

7467. I would now speak more particularly of the arts?—I am not competent to give any opinion about the arts course, except so far as relates to the matriculation examination. It is the only matter of which I have any experience.

7468. I believe the medical degree in the Queen's University was considered a good one?—It was undoubtedly considered the best degree that was given in this kingdom, except the degree of the London University and that of the University of Edinburgh.

7469. By whom was it so considered?—By the body of the medical profession, and by teachers; for instance, when I was engaged in private teaching I always thought the Queen's University man who came to me was sure to get into the Army or Navy, I estimated them so highly.

7470. We have been told with regard to the matriculation examination of the colleges, that the number of university graduates might be materially affected by the standard of examination. Are you aware, or do you think, that the standard of the Queen's University was lowered in any way to meet that of the colleges?—I do not think so. I think that a year in arts at present frightens a great many men away from the Royal University.

7471. We have been told that they do not resort to the Royal University to such an extent as they did to the Queen's University. Do you happen to know if that is so, and how do you account for it?—I believe it to be due to the additional examination in arts.

7472. Is it a fact?—I believe it to be so.

7473. Do you happen to know whether many men go to other universities and boards rather than to the Royal University?—Queen's College men?

7474. Yes?—A great many men go to Scotland, and some to the licensing boards in Dublin, but the bulk of them go to Scotland instead of to the Dublin corporations for diplomas.

7475. Do you think that sufficient hospital practice forms an essential part of medical education?—I think it and anatomical study are the two most important branches for a student to pursue.

7476. How about the opportunities of the Queen's Colleges in that respect as compared with Dublin and elsewhere. I would prefer that you should speak from your experience?—Speaking from my observation of students who come to Dublin in considerable numbers from the colleges, I find them prepared in the very best way in all the subjects they were taught within the walls of the colleges; in physiology, in anatomy, in chemistry, and such branches, but I find that they are not well prepared in clinical subjects. They are however in such a state of training when they come to Dublin that they avail themselves of the clinical opportunities afforded with great rapidity.

7477. The theoretical teaching in the colleges is good; but the opportunity for studying disease practically in the hospitals is—is what? How would you designate it?—I am forced to say I think it deficient.

7478. Do you happen to know whether the men studying in the Queen's Colleges go to Dublin or elsewhere as a rule?—A great number, and I think an increasing number, come to Dublin, and take out at least one session of hospital practice here. In the hospitals too, we find a great number of them looking for the post of resident clinical clerks. A large proportion of our resident clinical clerks are Queen's College men.

7479. Do I understand you that it is very desirable a man should not fulfil the whole of his curriculum at one of the Queen's Colleges, but should resort to Dublin, Scotland, or elsewhere for his hospital practice?—He should pass not more than three years in his own college, and should go either to Dublin or Edinburgh or such centre for the fourth year.

7480. As you have had all this experience in teaching, examining, and so on, you must have had an opportunity of comparing the men from the Queen's Colleges with other students, and with what result?—I class the Queen's College men I have come in contact with with the very best men we have in Dublin.

7481. I believe the standard of education in anatomy is relatively high, is it not?—It is.

7482. Is it well tested by practical examination?—Better than in any other division of the kingdom, because we have a better opportunity and a larger supply of subjects. In Scotland and in London they cannot get a sufficient supply of subjects to conduct their practical examinations so fully as we do, and I think the examinations of the Queen's University, as I saw them conducted in my dissecting rooms during the existence of the university, by three examiners, were as perfect as it was possible for an anatomical examination to be.

7483. Do you think that the men who were educated in the Queen's Colleges stood high in this respect?—I do; amongst the highest.

7484. Speaking generally, what are the fees paid in the Queen's Colleges for the medical curriculum, and do you think the cost of education there is reasonable and cheap, as compared with other places?—The cost of medical education is lower than anywhere else. I think it is too low. I do not think you will get the best class of men to devote themselves to anatomical teaching—recollecting the inducements of practice are not held out to them, unless they are properly paid, and I do not see how they are to be sufficiently paid except by proper fees; for instance, the chair of anatomy in one or two Scotch schools is worth some thousands a year.

7485. I am speaking of the medical course, as a whole?—The cost of the Queen's College course in anatomy which is necessary, and as required for the Royal University, is only £8—two sessions at £4 a session. In Dublin the full anatomical course for one session costs £8 8s., and a student requiring the course

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for the Royal would have to pay £16 16s.; or take the course for the College of Surgeons — we have a long curriculum—he would have to pay £22 1s. (twenty-one guineas.)

7486. Do you think, looking at the competition in our profession, it would be a good thing for parents and students, to have the threshold to the profession made more difficult, or would you have this rest on a question of supply and demand only?—I think the law of supply and demand must always govern a matter of this sort, more or less, make what regulations you will.

7487. As a matter of course the better educated a man is, speaking of preliminary education, the better qualified he is to benefit by any teaching he gets under any circumstances; but looking to the end and aim that a man has in view, do you think it would be a good plan to substitute a modern language, French or German, for Greek?—I have always believed that the matriculation examination or preliminary examination for medical students might, with advantage, have Greek wiped out of it, and I am not sure that even Latin might not be wiped out with advantage, and a modern language or languages substituted. It would be much more to the advantage of a student to know something of either French or German than of either Greek or Latin.

7488. He should surely have some knowledge of Latin, and would be none the worse for having a little knowledge of Greek?—Oh! none the worse.

7489. But of the two you would prefer French or German to a little knowledge of Greek?—Yes, decidedly.

7490. Is that because in the course of his practice he should keep *au courant* with authorities in German and French?—Yes. The best literature of our profession now, outside English, is all in French and German.

7491. Have you ever thought about the desirability of making logic a part of medical studies?—No. I think a preliminary examination should embrace at least one modern language, a good knowledge of English, and a knowledge of experimental physics, and if possible of course Latin. Greek I have no wish to see included at all.

7492. Would you tell us what is the total amount of anatomical fees for two sessions in Dublin?—We require three.

7493. CHAIRMAN.—It would vary in different schools?—No; I'll explain. The full anatomical course in Dublin is £8 8s. £5 5s. is for dissections and £3 3s. for the course of lectures. Of the £5 5s. for dissections, £1 1s. is supposed to be for the subject but it is all included as one fee—paid as one fee and not separate; so it is really not £4 4s and £1 1s., and £3 3s.; but £5 5s. and £3 3s The College of Surgeons requires of men following the anatomical curriculum two winter courses each including lectures and dissections, and each costing £8 8s., and one course of dissection only, which cost £5 5s., so that the total curriculum for our College is £22 1s. (twenty-one guineas); but latterly men take an additional session, we try and induce them to dissect for an additional session, by giving the session for which they do not require the certificate, at a reduced fee. We charge for what is called an uncertificated course of dissection, which a man follows for his own benefit, £3 3s., and if he has taken out the whole of his curriculum in one school, and remains in that school, we charge only £2 2s. —the bare expense that he costs us.

7494. Dr. MARSTON.—Do you happen to know whether it is the practice anywhere for a student to dissect on payment of the bare expenses?—No, except in the case I have quoted. When a man has taken out his whole curriculum in one school, we charge £2 2s., which we regard as what he costs us.

7495. Professor JACK.—Is that without supervision?—No; he is supervised and subjected to the same rules as any student using the room.

7496. He is not allowed to go in and dissect without any supervision at all?—Certainly not. I may state further in connexion with that matter that a man should never be allowed to go into a dissecting-room without supervision; because the very fact of his going into the room to dissect proves that he wants instruction.

7497. Dr. MARSTON.—Do you happen to know what is the amount of the anatomical fees paid in the Queen's College as compared with Dublin and Scotland—four years in the Royal University?—A man going up for the Royal University degree and taking all his anatomy in Queen's College, will only be compelled to pay £8. Everything else he pays is optional. A man taking out the same curriculum in Dublin pays £16 16s.

7498. What does he pay in Scotland?—I am not in a position to say; I think about £14; but Dr. Cunningham is capable of giving evidence on that point.

7499. Do you happen to know whether there is any grievance in regard to charging a student in the third year for the class, in addition to the payment for material for dissection?—I have heard it spoken of; I do not think it a grievance.

7500. Rev. Dr. MOLLOY.—It has not existed in Belfast?—I do not know.

7501. Dr. MARSTON.—Is there anything you would like to add now? Have I gathered all the information you are in a position to give?—I think so.

7502. Were you satisfied that there was sufficient apparatus, and had they appliances for teaching in the medical faculty in those Colleges?—I believe so. I believe they are as well found as any other institutions in the country.

7503. What College do you speak of in particular?—The one I know best is Galway.

7504. Has there been any Professor of Hygiene in connexion with those Colleges?—No, not to my knowledge.

7505. What means have you of teaching operative surgery in connexion with those Colleges? Do you know that?—No.

7506. How many hospitals had they available in Galway for teaching purposes when you were there?—Two; the County Infirmary and the Union Hospital.

7507. What kind of material had they in the medical and surgical way?—Well, the larger hospital was the Union hospital, and the Union hospital never affords perfectly satisfactory material for clinical teaching because the bulk of the cases in it are ones of chronic disease; chronic lung complaints, sore legs, and cases of that sort; you do not have enough variety to give instruction to the students. The County Infirmary is a very limited field as compared with any of the large hospitals in Dublin.

7508. Had they a sufficient amount of surgical practice, operations, and so on, when you were there?—In Galway there was not.

7509. Were there special departments for ophthalmic disease, diseases of women and children, and infectious diseases?—There was a fever hospital, but that was eighteen years ago. It is, in fact, twenty years since I was in Galway, and my later information about the clinical education of the students who go is from my dealings with the students who come up here to perfect their education.

7510. Then they come up here. I understand that clearly?—Clearly; that is a positive fact: they come up here in considerable numbers for that purpose.

7511. Rev. Dr. MOLLOY.—For how many years did they generally come up?—Generally only one

7512. CHAIRMAN.—You speak entirely of Galway, I take it?—As regards what?

7513. As regards for instance the matriculation your observations were confined to Galway?—No, they were not.

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DUBLIN. June 23, 1884.

W. Thornley Stoker, esq., M.D., F.R.C.S.I.

7514. Was it not in Galway you matriculated yourself?—It was.

7515. And you finished your university course in Galway?—Yes.

7516. Therefore, so far as any personal knowledge is concerned, it is of Galway College you speak?—Yes.

7517. Of course you have had opportunities of seeing the students from all the three Queen's Colleges?—I have. I sent them down to matriculate—men acting under my advice.

7518. And when speaking of the difficulties or otherwise of matriculation in the Queen's Colleges you speak of the matriculation in Galway?—No; the difficulty of matriculation in Queen's Colleges, judged by me from my opportunities of meeting students who went to those places, or who came from them.

7519. You spoke of this first university examination in arts, and I understood you to say you thought it would frighten men away from the Royal?—That is my judgment.

7520. In your opinion is it desirable for a medical man to have gone through a year in arts?—I think it is.

7521. But I understand your opinion is that the year in arts ought to be behind his year in medical studies, that is to say he should have finished arts before beginning medicine?—If possible.

7522. Dr. MARSTON.—They should not be concurrent?—I think not.

7523. CHAIRMAN.—In the interest of the profession you would like to see them well educated?—In the interest of the profession I would like to see them as highly educated as possible; but we must legislate for the greatest number.

7524. Rev. Dr. MOLLOY.—Do you mean that you must legislate in such a manner as to produce the greatest possible number of doctors on the cheapest terms?—No; I mean you should frame your standard to suit the average man you have to deal with.

7525. I do not understand whether you consider the fact that students are frightened away from the Royal by the first university examination in arts, as a reason why that examination should not be required of medical students?—No.

7526. Do you think that it is a sufficient reason or that it is not?—I expressed my opinion that that is the reason why they do not resort to the Royal University.

7527. Do you allege that as a reason why the first examination in arts should not be required?—No.

7528. Then you think that notwithstanding the fact that it frightens them away, it still may be desirable on educational grounds?—Yes; but I would prefer to see it put before the medical curriculum.

7529. Is there anything in the regulations of the Royal University that would prevent the students and the teachers from putting it before the medical curriculum?—There is a question of economy.

7530. There is nothing about economy in the statutes of the Royal University. What I asked is whether there is anything in the regulations of the Royal University that would prevent teachers and students from putting that examination before the beginning of the medical course?—Yes. Whether it is in the regulations of the Royal or not there is a something, and that something is that the average Irish student cannot afford to spend five years in the study of medicine. Queen's University students, as a rule, are of a poor class.

7531. But if he puts his first examination in arts before his medical studies will he only spend four years in medical studies?—The great object of medical men is to get a qualification as rapidly as possible.

7532. Do you agree with me that the approach to the medical profession should not be made too easy?—You must form your qualification to suit the average of the men.

7533. You said you thought the fees to be paid to the teachers of medicine in the Queen's Colleges ought to be raised?—I certainly think they ought not to be altered. If I made any change I would raise them. I think they are too small.

7534. Do you think that would have a tendency to frighten students away on the ground of economy?—No; the amount would be so little to each student if raised say to £3 3s. instead of £2 2s. That would be a small matter to a student, but would be very essential to a professor in a class of two hundred men.

7535. And it would be an advantage to secure a good class of teachers?—It would.

7536. And it might be desirable to gain the advantage even at the risk of having fewer students made doctors?—Possibly.

7537. Then it might be also desirable to secure a good standard in general culture, even at the risk of losing a few students who might not be able to bear the expense?—That is so, if you make the degree of the Royal University a maximum qualification corresponding to the Fellowship of the Colleges.

7538. You stated that the bulk of the students who do not go to the Royal University go to the Scotch licensing bodies instead of to Dublin. Can you assign any reason why they go to Scotland instead of to Dublin?—The bulk of the people who go to Scotland are Belfast men, and they go to Scotland because the North of Ireland men are Scotchmen, because it is so easy to get to Edinburgh, and because the diploma is cheaper.

7539. Is it easier to get from Belfast to Edinburgh than to Dublin?—It is cheaper, but with students that is a trifling point. It is a matter of a pound or so.

7540. Is there a closer kinship between Belfast and Edinburgh than there is between Belfast and Dublin?—The strongest reason is because a man gets a double qualification in Scotland for £24. He pays forty-two guineas in Dublin.

7541. That is a very substantial reason. I think that has a greater influence than kinship?—I think it has.

7542. You referred to the hospitals available in Galway for clinical instruction. You said the county infirmary and the union hospital?—Yes, and the fever hospital.

7543. Are all the hospitals in Galway available for clinical instruction?—I do not recollect.

7544. You cannot say whether they are at present or not?—I do not know.

7545. You said you class the Queen's College men whom you have met with the best men you meet in Dublin. Do you speak, in giving that opinion, of the Queen's College students who have come up every year to Dublin to complete their curriculum, or of those who have completed their curriculum in the Colleges?—I speak of both classes.

7546. Would you put those who complete their curriculum in the Colleges on a level with the best men you meet from other schools? You told us the opportunities for clinical teaching in the Queen's Colleges were not sufficient?—I would, with one exception of clinical knowledge. I always make that exception.

7547. You make this a general proposition, except as to clinical instruction?—Yes.

7548. You said the subjects you considered most necessary for medical students in the way of general culture, would be a modern language, English, experimental physics, and you would be inclined to add Latin?—Yes.

7549. Do you remember that these are the subjects required in the Royal University for the first university examination in arts?—I do

7550. I think, then, we agree that it is a good thing to require this examination from medical students?—Yes, if placed at the proper time before the commencement of medical studies.

7551. And if you and other teachers would recommend them to put it before the commencement of their medical studies, the Royal University regulations provide for their doing so.

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7552. Professor JACK.—I suppose those subjects appear in the matriculation of the Royal University, Latin and an alternative language?—I am not quite sure.

7553. Professor JACK.—I gather that the effect of your evidence about matriculation is, that so far as you can judge from your experience of them, the students who have matriculated in the Queen's College have been in a fit state to get university instruction. That is that you have had large experience of the men, and that that remark applies to the great bulk of them?—That is my opinion.

7554. We have had a great deal of evidence that the number of students attending the Queen's Colleges is much diminished since the institution of the Royal University. Have you any knowledge as to whether a considerable number of Irishmen do or do not go to other places altogether, because of course it is practicable for them, at present, to have their medical education at the Queen's, and go over to the Royal or the licensing boards; but there are a great number of vacant places. Is that due to diminution in the demand for medical men, or is it due to a number of Irishmen going elsewhere, or have you any knowledge?—I can only speak from hearsay. My impression is that more men go to Scotland lately.

7555. I suppose they find it is convenient for them to be always at the same place and under the same teachers, instead of residing in the Queen's Colleges and going once a year to Scotland or a licensing board?—Yes.

7556. If they go to Scotland they attach themselves to a university instead of to a licensing board?—I think some of them go to the extra mural schools in Edinburgh, and get the degrees of the corporations. Comparatively few go to the universities.

7557. With regard to those regulations of the Royal University about the first year in arts, I suppose that you would probably have some difficulty in criticising the Senate of the Royal University. Your view would be that you can only speak of the practical effects of regulations. You would hardly enter into a discussion of the propriety or impropriety of a particular regulation?—I prefer not.

7558. With regard to the Royal University medical degree, I do not know whether that has been given to any extent at present; I suppose it has?—I fancy some have proceeded to the M.D.

7559. It is provided in the Regulations of the Royal University that "All persons who shall be students of medicine in the Queen's University at the date of its dissolution shall be entitled, if they so desire, to obtain the degree of M.D., instead of the degree of M.B., upon passing the examination herein prescribed for the M.B. degree" (Royal University Calendar, 1884, page 83). And a good many students have got the degree of M.D. in accordance with this provision.

7560. Professor JACK.—At present it would be difficult for the profession to have a definite idea as to the value of a Royal University M.B. or M.D?—I form my opinion, looking at it as a continuation of the Queen's University, and at present being a continuation of that, it is a degree that is regarded very highly by the profession.

7561. Is it understood by the profession to be substantially a continuation of the Queen's?—Certainly it is, the examiners are to a great extent the same. The graduate of the Queen's, or of the Royal University, would find it more easy to get employment as an assistant to a practitioner than a man with most other degrees. That I know of in Ireland, which speaks a good deal.

7562. At present I understand that practitioners and the people interested in medical men generally would not know precisely how far the Royal University is the same or different. Is the profession quite aware of its position?—I think so; certainly the teaching profession in Dublin is quite aware of it.

7563. That is the special profession. Would the general practitioner?—I could not say of England; he would in Ireland.

7564. A matter of that sort might require time. If they take the Royal University to be equivalent to the Queen's, they would have the same impression about it?—I believe so.

7565. And that would be a very high one?—Yes.

7566. Dr. STONEY.—You said that you would rejoice to see the preliminary education of medical men raised as high as it could be?—I do not think I said that. I hold very much the same views about preliminary examinations as Professor Tyrrell does. I was listening to his evidence.

7567. If the Royal University still require a year in arts, but require it to be concluded before medical education was entered upon, then the curriculum of the Royal University, including the year in arts, would be a five years' curriculum?—That is my impression.

7568. Would that affect only a few?—It would affect a considerable number.

7569. Then your observations, as affecting only a few students, would not apply to a case of that kind?—No.

7570. It would affect a very large number of students?—I believe so. My observation of the Queen's College students is that they are a very superior class of men intellectually, but have very little money, and an additional year's study would be more than they could afford, so that, if you require five years from them, you would oblige them to seek other qualifications than those of the Royal University.

7571. Professor JACK.—I suppose, if a change were made in the regulations of the Royal University, imposing a very considerable preliminary education in arts, that would imply a year more at school, or a year more somewhere?—Yes.

7572. It would make the medical education practically five years instead of four?—That is my view.

7573. And your impression is that in Ireland you cannot afford it?—It is more desirable for a man to spend five years instead of four if he can, but in this country the bulk of the students cannot afford to spend five years.

7574. Perhaps six would be better than five, and seven than six, and so on?—I think so.

7575. Dr. MARSTON.—Suppose there are two sets of students pursuing medical studies, and one has passed an arts examination and the other has not, do you think it desirable that both should be equally capable of getting the degree of Doctor of Medicine. Would you consider it desirable to restrict the University degree to those who have passed the arts examination, and thereby given evidence of general culture?—I would be sorry to see any restrictions placed on a man obtaining the highest medical degree as soon as he has entered the portals of the profession. Once he is permitted to enter the portals he ought to be permitted to go to its maximum qualification.

7576. I want to understand what you consider ought to exclude him from the university degree of doctor of medicine?—If a man has once passed a sufficient arts examination to enter the medical portals there ought to be no arts obstruction thrown in his way.

7577. But if he has not passed a sufficient arts examination, and qualified in the medical studies to get a licence, would he be entitled to an M.D.?—I hold he has passed a sufficient arts examination.

7578. You require that he should pass a sufficient arts examination?—What I would consider sufficient, I have my own standard.

7579. We agreed a while ago the first arts examination in the Royal was one that might be regarded as fairly necessary?—If anything it is too high, it is certainly not too low.

7580. Professor JACK.—I suppose there is a certain amount of arts knowledge required by the General Medical Council?—Yes.

7581. That is a sort of arts portal?—Yes, they publish a list of examinations they recognize, and if

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DUBLIN. *June* 23, 1886.

W. Thornley Stoker, esq., M.D., F.R.C.S.I.

students have not passed one of these equivalent examinations, they cannot proceed to their medical studies. You cannot now become a registered medical practitioner until you are forty-five months a medical student, and medical studies date from the registration with the branch of the Medical Council. In order to register with the branch of the Medical Council, you *must* have passed one of the matriculation examinations which they recognise, and from that you have commenced medical studies.

7582. I do not know whether they recognise matriculation in the Queen's University?—They do, and in all the universities, the Queen's Colleges, the Colleges of Surgeons, the College of Preceptors in London, and the Intermediate examinations, amongst others, provided the Intermediate examinations cover certain subjects.

7583. So that the arts *sine qua non*, of the General Medical Council is practically of the same nature as the matriculation examination, or is equivalent to that of the Queen's Colleges, or Royal University, or other institutions of the same kind?—Yes.

7584. But it would be putting it a great deal higher to put on an additional year of arts?—A great deal higher.

7585. And your impression is that when once a man becomes a member of a sort of club like the medical profession he should be entitled to all the privileges of that club?—I think so. I might give my reason for that?

7586. Yes?—There is no object in preventing a man proceeding to the highest qualification, because once a man has passed the lowest matriculation examination, and obtained the lowest medical qualification, he is empowered to deal with the public, to practice and obtain fees, and anything that would prevent him from proceeding to the highest qualification would be throwing a bar in the way of his improving himself.

7587. I suppose, whatever any university does or does not do, the student can always find—at the present moment, at least—places where no more is required than the matriculation of the General Medical Council?—He can always obtain a minimum examination and a minimum qualification.

7588. And he can obtain a minimum examination, and so on, without a degree—a licence to practise?—He can obtain a legal qualification to practise.

7589. And if he chooses to attend universities which do not impose anything beyond the General Medical Council's arts preliminary, he can obtain a medical degree, which is often a very good degree?—He can.

7590. Dr. STONEY.—If a candidate can afford to spend five years, whether would you consider he had attained a better position if he had devoted the first year to the arts studies of the Royal University, and four years subsequently to his medical studies, or if he had devoted the first four years to his medical studies and the subsequent year to hospital attendance in some of the large centres, such as London, Paris, or Vienna?—I think the latter course would be most conducive to the production of a skilful medical man—that is to say, he should spend the fifth year in a medical centre.

7591. Dr. MARSTON.—I suppose we may take it that the more going in for the highest possible standard in medical qualifications the better. But, looking to the wants of the population as a whole, you can scarcely expect a man to spend five or six years in a university course, and take the highest qualifications, and then go to the wilds of Connemara to practise. Consequently, would you say there should be a minimum qualification to launch him upon the world to practise with safety to the public?—Certainly.

7592. And a great many students must necessarily, because they are poor, fall into the last category?—Yes. I think that our first duty is to offer a minimum qualification, and our next is to induce men—those who have ambition—to proceed to the higher qualifications.

7593. As a matter of course, the Royal University, or any university, or any examining board that sets the highest possible standard, is doing a great deal of good. That we are agreed on?—It is.

7594. But to take the maximum standard, and to fix it down for a student coming in for ordinary practice, would practically be unworkable and inflict hardship?—Yes, I think so.

7595. Do you think we have had time at present to judge of the extent to which medical students avail themselves of the Royal University?—No, I think not.

7596. Do you regard it as a defect, or an evil, that the men lecturing on subjects like surgery and medicine should be dissociated from an hospital where they will have opportunities of illustrating the lectures they are giving?—I think that medicine or surgery can no more be taught properly without sufficient hospital material than you can teach a man anatomy without bodies to dissect.

7597. Are men taught the manipulation of appliances, case-taking, dietetics, and prescribing, and all those little details which they would be called upon at once to practise when they get into the profession?—I do not think, anywhere, we have attained perfection yet, but I think there is great improvement in all those respects of late years. Since I began to study students are afforded advantages which did not exist then, and the advantages are increasing every year.

7598. And you think all things are developing?—I do.

7599. CHAIRMAN.—You speak of a minimum qualification and a maximum qualification. For information, I would like to know where a student would go who wanted to get a minimum qualification?—I would call the licence of any of the Corporations—for example, the licence of the College of Physicians, or of any of the Colleges of Surgeons, or of the Apothecaries' Hall of London or Dublin—minimum qualifications, but I would call the Fellowships of the Colleges maximum qualifications.

7600. Would you consider one of the University degrees a maximum qualification or a minimum?—Some I would consider maximum.

7601. Which of them?—The M.D. of the University of Edinburgh, London, Aberdeen, Oxford, or Cambridge, I would regard as a maximum. There is no other Scotch degree I would class as a maximum, because the fellowships are there obtained simply by payment.

7602. May I take it you would regard the other Scotch degrees as minimum?—I should have included the M.D., of Glasgow, of course.

7603. Rev. Dr. MOLLOY.—According to your view is it desirable to gather together those who have got a minimum qualification and those who have got a maximum qualification into one great class, and call them all Doctors of Medicine?—Oh, no.

7604. Do you not say you wish to leave the title of Doctor of Medicine available for those who possess the minimum qualification?—I said I would leave it open to them to obtain it.

7605. Without any examination in general culture?—Without any in arts. Once a man gets a qualification to kill or cure, I would leave it open to him to get the maximum.

7606. You would put those who get the minimum qualification with those who get the degree in arts, such as Trinity College confers, into one category?—Yes.

7607. CHAIRMAN.—That was not the meaning you conveyed to my mind. What I understood was this. You give the title of M.D., to a man with a minimum qualification. Did I understand you to say you would give the University degree of M.D. to a minimum qualification?—I will explain again, if you allow me.

7608. CHAIRMAN.—Certainly?—I mean to say, once

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a man is admitted as a licenced medical, and surgical practitioner by obtaining any qualification that legally entitles him to practice, I would not throw any arts obstruction in the way of his proceeding to the higher medical degrees. I would have him leave his arts behind him at the beginning of his medical course, and never go back on the arts again, and if he would raise himself to the rank of what I call maximum qualification, let him do it by professional means.

7609. And consequently, the minimum qualification in arts of the lowest in the kingdom would be a sufficient arts qualification for the title of Doctor of Medicine?—It would.

7610. Professor JACK.—He would have a sufficient amount of medical knowledge under your system?—Certainly. As an example of what I mean, a man takes the licence of the College of Surgeons. The only arts qualification demanded is our matriculation, or one of the matriculations recognized by the General Medical Council, and we allow him to proceed to his Fellowship, when of sufficient age, without any further arts qualification. And I hold that it is proper and right. We examine him in medical branches, and not in arts subjects.

Professor D. J. CUNNINGHAM, M.D., Professor of Anatomy, T.C.D., examined.

D. J. Cunningham, esq., M.D.

7611. CHAIRMAN.—You are practising in Dublin, I believe?—No. I am teaching.

7612. In Trinity College?—Yes; I am Professor of Anatomy.

7613. And have you been Professor for any length of time?—Only one year; but I was a year and a half professor in the Royal College of Surgeons here, so my experience in Dublin extends over two years and a half.

7614. Have you had, either in the Royal College of Surgeons or in Trinity College, any students who had been educated in any of the Queen's Colleges?—Yes; at the Royal College of Surgeons I had a considerable number; and, also, I had experience in Edinburgh of a few Queen's College students, before I came to Dublin.

7615. Were you teaching in Edinburgh?—I was senior Demonstrator of Anatomy in the University of Edinburgh, and I met a few of them there.

7616. That is, the students who came from Belfast Queen's College to take their licence in Edinburgh?—Well, those that I met, came over, I believe, for the degree; they were very few. I only recollect one or two, but they were Belfast students.

7617. How many would you say you had experience of at the College of Surgeons?—I think about half-a-dozen during the time I was there, both from Cork and Galway.

7618. And during the last year that you have been lecturing at Trinity College have you had any Queen's College men under you?—I think not.

7619. Do you wish to give the Commission any information as to your opinion of the qualification and capacity of those students from the Queen's Colleges that you had under you in the College of Surgeons?—Those that I have met I have formed a very high opinion of; in fact I placed them as practically much higher than any of those I met in the College of Surgeons. Of course I refer to anatomy; and I consider that in practical anatomy showed very favourably, and, on the whole, I would place them above the other students I met in the College of Surgeons. I may mention that one, in particular, who came from Galway specially attracted my notice. He was one of the ablest and best trained students in anatomy and the kindred subjects that I have met; and I may state that my experience of students is not limited only to Dublin and Edinburgh, but I have also experience of students in London. I am an examiner of the University of London, and can, therefore, compare all three sets of students.

7620. So that when you say of students from the Queen's Colleges, especially Queen's College, Galway, you think them above any you met, you include in that the students of London?—No. I put them above any of those that I met in the College of Surgeons, but they compare favourably with the Trinity College students, and the students I have had experience of both in London and Edinburgh.

7621. Can you give the Commission an opinion as to the anatomical fees that are charged at Trinity College?—They are very much the same as those that are charged elsewhere, of which Dr. Stoker has spoken, with this exception—if a student is going forward for the degree in Trinity College he is required to take a course in systematic anatomy—systematic, as distinguished from practical anatomy. The lectures on anatomy in the schools of Dublin here are upon topographical anatomy; the subject is dissected, and the part is demonstrated; but in Trinity College we consider that a man should have a higher knowledge of anatomy, and that he should know, in addition, something of the principles, and, therefore, we impose on him a course of systematic anatomy.

7622. How many years does the full course of anatomy take?—We require three years for the degree in surgery, and only one for the degree in medicine.

7623. How many sessions?—The session extends to six months.

7624. How many sessions do you require?—Three sessions of anatomy for the surgical degree, and one for the medical degree.

7625. How many courses of dissections and what are the fees?—Eight guineas for the dissections and the lectures on practical anatomy—the two go together.

7626. For each course?—For each course.

7627. Does that cover the expense of providing all necessary subjects?—It does.

7628. Have you anything in Trinity College analogous to what Dr. Thornley Stoker told us as to an additional session being given at a reduced fee?—Yes the fourth year students after they have taken out all that is required to obtain the surgical degree can obtain a session of dissections by paying a fee of two guineas, which we look upon as covering the expenses, perhaps a little more.

7629. You might possibly tell us something about the rate of anatomical fees charged in Scotland?—In Edinburgh the equivalent fee to the eight guineas here is seven guineas, but the student has to supply his own parts and that makes a very material difference, seeing that to obtain all the parts necessary to complete the body, he would require to pay somewhere about £2 12s.

7630. In addition to the seven guineas?—Yes; there is another point in Scotland, that whilst the student is only required to take out one session of dissections and one session at lectures for the seven guineas, yet in reality he takes three winter sessions. Speaking for myself, though bound to pay only seven guineas, I paid between twenty-one and twenty-two guineas before my anatomy was finished.

7631. In addition to the extra expense?—In addition to the extra expense for subjects; and for subjects, I paid somewhere about £4 or £5.

7632. Do you know anything about the expense of anatomical fees in the London schools?—I have no knowledge of them.

7633. Dr. MARSTON.—Do you personally know anything about the Queen's Colleges; have you ever seen them?—No. I merely know of them through the students. I have met with students from Galway.

7634. You say that the students from the Queen's Colleges were very good in anatomy and that you ranked them very high. Have you been able to test them in any other respect?—In histology I tested them. In Dublin I found that they had a tolerably fair knowledge of histology but it was not to be compared with that in anatomy.

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DUBLIN. June 23, 1884.

D. J. Cunningham, esq., M.D.

7635. In physiology or anything else?—Not in physiology; in histology alone.

7636. Do you know what fees are charged in Galway for medical education there?—I have heard they are only four guineas.

7637. Would you consider that the course there in medical education is a cheap one?—I would consider it, if this is the case, exceedingly cheap.

7638. Do you regard hospital practice as a very essential part of medical education?—Yes; after the students have passed one year in learning the rudiments of the profession, as anatomy, physiology, and chemistry.

7639. But for a year and perhaps a little more, you would think that a place free from temptations, where they had excellent teachers, and good appliances in such subjects as anatomy, botany, and chemistry, would offer very great advantages?—It would.

7640. They would be able to concentrate their attention and learn there as well as at the best medical school in the metropolis?—Of course. My experience has been drawn entirely from my knowledge of a very few students, but from what I have seen of those I should say they would.

7641. Then, as far as this theoretical and preliminary part of the course of medical training is concerned, assuming that the Queen's Colleges offer great advantages, what would you advise with regard to an arts course?—I could only advise from what I have heard in evidence this morning.

7642. That would be merely hearsay?—Yes.

7643. You have nothing to say on it from your own experience?—Nothing further.

7644. Have you had any opportunity of hearing what the students themselves say on the subject?—Those that I have conversed with have always spoken highly of the education they have received in the Colleges, but I think I have also heard them mention the fact of the want of clinical instruction.

7645. Professor JACK.—Can you compare the cost of the anatomy required for a medical student in Scotland and in Ireland?—It depends on the form of study carried on in Ireland. I think in the University of Edinburgh, if a man wished to reap the full advantages of the instruction in anatomy he would have to pay quite as much as he would in Dublin. Of course, apparently, he would not, because he is only compelled to take out one winter session of anatomy.

7646. The average student would take out two sessions?—Three; the average student can take three, and in addition to that several summer sessions.

7647. Dr. MARSTON.—What would be the total cost of that?—He takes out first of all, as a general rule, two courses of lectures in anatomy; that costs seven guineas, or six guineas should he take out a perpetual ticket in the beginning. Then as a general rule he takes three courses of practical anatomy, which costs nine guineas, exclusive of subjects, and frequently in addition he takes one, two, or it may be three summer courses of dissections. If he takes the full amount it would be six guineas additional. Then there are demonstrations, demonstrations have to be paid for in Edinburgh, although they are given free here, and if he takes two courses of these that would be two guineas.

7648. Do you know whether it is the practice anywhere for a student to dissect without any payment other than the actual expenses?—It is not.

7649. What is your opinion with regard to the medical student being required to pass an examination in modern languages, such as German, as to its influence on his future career?—It is of the greatest advantage.

7650. Would you then be inclined to substitute one of the modern languages, say German for Greek, if you had the opportunity?—Certainly, I would.

7651. You would consider that the possession of a good knowledge of German would make all the difference, whether a man was to remain on the lowest step of the ladder of his profession, or possibly to reach the highest?—Yes.

7652. You have had an opportunity of contrasting, I suppose, the students of the Queen's Colleges, and students elsewhere, say in London, and Edinburgh, in other respects than in anatomy?—Simply in anatomy and histology.

7653. Rev. Dr. MOLLOY.—When those students who came under your notice at the College of Surgeons came up to Dublin, did they cease to pursue their studies in the Queen's Colleges or did they continue to follow their course of medical studies in the two institutions at the same time?—My impression is that they came to Dublin during their last year, to obtain the advantage of clinical instruction, and remained in Dublin for that; while in Dublin they could only attend the schools here, they passed their final examination from these schools.

7654. At the Queen's University?—I think the Royal at that time.

7655. Then they had ceased to be students of the Queen's Colleges when they came up to you?—Yes.

7656. Did they come generally for only one year or for two years?—I can only speak for that one year that I was in the College of Surgeons

7657. You are since connected with Trinity College?—Yes.

7658. Is there a course of arts required in Trinity College as a qualification for the degree of doctor of medicine?—It requires each student to take out a degree in arts.

7659. He is not admitted as a candidate for the degree of doctor of medicine until he has obtained a degree in arts?—He must obtain an arts degree before that of doctor of medicine.

7660. Dr. STONEY.—But not if he is content with the license of the University?—No, I refer to his degree.

7661. Rev. Dr. MOLLOY.—Suppose the Royal University required no qualification in arts beyond the matriculation, do you think the absence of such qualification would have an unfavourable influence on the social position which the graduates of the Royal University would take as compared with the graduates of Trinity College?—I would say so; in beginning life as a medical man especially.

7662. Professor JACK.—With regard to the practice of Trinity College requiring a degree in arts as a condition preliminary to the degree in medicine, is that the practice in some other universities?—In Oxford it is.

7663. And in Cambridge?—I am not certain; but in Oxford it is.

7664. The course in Oxford I suppose is not one which would be called that of a very eminent practical school?—It is considered to have next to no means of giving an efficient education in anatomy, but it has the means of giving an admirable instruction in physiology.

7665. There are not a great many medical degrees conferred by the University of Oxford?—Not many.

7666. Is the number conferred by Trinity College large?—Yes, there is a very large number of students taking out medical degrees.

7667. Does that requirement of an arts degree operate seriously in preventing their coming forward, do you know?—Undoubtedly; we receive the best men.

7668. You receive picked men?—Picked men.

7669. Men who have got time to take an arts degree preliminary to their medical education?—Some carry on both arts and medicine together, but these are only the best men, and if anyone who is not a good man attempts it he necessarily comes to grief.

7670. I suppose the authorities would discourage him?—Of course, we all discourage it. Generally he has to pass his little-go before he begins any medical work.

7671. Have you any reason to suppose those Queen's College students whom you saw in the College of Surgeons to be exceptional?—No, I think not. One

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was, but to him I specially referred before, and there was no doubt but that he was an exceptional student.

7672. But in the main?—I think they were average students. I was particularly attracted to them by their being particularly good men.

7673. Thoroughly well trained?—Yes.

7674. And those whom you saw in Edinburgh, who had come from the Queen's Colleges, were students leaving the Queen's Colleges to attend the University of Edinburgh?—Yes, and with the view of obtaining their degrees there.

7675. They would leave the Queen's Colleges altogether and become members of the Edinburgh University?—Yes.

7676. Did you form the same impression of the other students there?—I met very few, and they did not show unfavourably.

7677. Compared with the ordinary Scotch students?—I do not think they showed unfavourably.

7678. You have experience of the London University giving papers in anatomy and histology?—In anatomy alone.

7679. I suppose the degree of doctor of the University of London is considered to be very high?—It is the highest degree in medicine.

7680. And the standard is very high?—Higher than in any other university.

7681. Those students that you talk of did not present themselves for your papers in the University of London?—No.

7682. Could you indicate your impression as to whether they would or would not have passed in an examination?—Two of them might have passed in anatomy, but the students who go up for the London degree are picked men, and are working specially for it.

7683. The London degree is something in the nature of a high honour degree?—Yes.

7684. Dr. MARSTON.—The four years prescribed for medical study is not more, I presume, than an able student would require to comply with the several subjects required for the medical degree. Do you think that time should be encroached on by requiring him to pass an examination in arts at the expiration of the first year. Do you not think that such examination should be passed by the student before he commences his medical curriculum, as, for instance, in the Universities of London, Edinburgh, and Glasgow?—I think it is difficult, but at the same time the better class of students are really able to do it.

7685. These are exceptional men?—They are above the average.

7686. The medical curriculum is rather a heavy one?—Yes.

7687. Therefore it requires all a man's powers?—There is no doubt of it.

7688. The student has to give his whole mind to it?—Yes.

7689. But you hold that it is a good thing for a man to have a degree in arts?—Certainly.

7690. Professor JACK.—It is not very usual in the Scotch universities for a man to take a degree in medicine and arts?—In Edinburgh we have a good proportion.

7691. A considerable number?—But it was not very common.

7692. Is it 15 per cent?—I think about that.

7693. That would not be my impression of Glasgow?—I think so.

7694. Rev Dr. MOLLOY.—You said that in Trinity College the candidates whom you got for the medical profession are picked men?—Certainly.

7695. I suppose the authorities of the University of Dublin would not object to the Royal University having its graduates in medicine picked men also?—Certainly not.

7696. Do you think it would be an advantage to the profession if the degree of doctor of medicine of a university should be a title of honour conferred only on picked men?—I think so.

7697. Dr. STONEY.—Those picked men, the students of the University of Dublin, are in general in less narrow circumstances than the students of the Queen's Colleges?—I should consider so.

7698. And they could bear the additional expense of going through a two years arts course before commencing their medical studies with greater ease?—I think they could.

7699. And the picked men of that class are obtained by the University of Dublin?—I think so.

7700. And are not available for the Royal University, I suppose?—I suppose not.

7701. The Royal University deals with men of a less wealthy class?—But perhaps I might have been misunderstood in using the word "picked." Of course I mean students who have got a good preliminary education before they begin their studies—men of good ability.

7702. Rev. Dr. MOLLOY.—That is exactly what I understood. I think the phrase was a very felicitous one.

7703. Dr. MARSTON.—You recognise a great difference between a university degree in medicine and a licence to practice?—Of course. There is one point I would like to mention. Professor Stoker mentioned in the course of his evidence that the salary of the Professor of Anatomy's fees in Edinburgh reached somewhere about £5,000. That is an over-statement.

7704. There is still one question I would like to ask. Taking the instance of Galway, where there are very few opportunities for a medical professor to earn fees, do you think you could secure a man of eminence and qualified to teach students unless you held out to him some retiring allowance at the end of his career as professor?—No, I think not.

7705. The probability is that you would also have to endow the chair to make it worth his while?—I think so.

7706. Money measures men to a great extent?—Yes.

Professor THOMAS MAGUIRE, LL.D., F.T.C.D., examined.

7707. CHAIRMAN.—You are a Fellow of Trinity College, Dublin?—I am a Fellow and Professor.

7708. What chair do you fill?—Moral Philosophy.

7709. You have been engaged in educational work for a long time?—A very long time.

7710. Were you in Queen's College, Galway, before coming to Dublin?—I was for eleven years.

7711. What were you professor of in Galway?—Latin.

7712. You were Professor of Latin during the entire of these eleven years?—The entire eleven years. I also acted for one and a half years as Professor of Political Economy and Roman Law, and for one term was Lecturer on Real Property.

7713. You are familiar with the matriculation in Galway, and the programme as it existed in your time?—I always conducted the Latin examinations.

7714. Tell the Commissioners the state of education in Latin you generally found amongst the candidates for matriculation?—I generally found it was very fair indeed.

7715. Did you require them to present two books, or were you satisfied with one?—I was satisfied with one. I regarded it as a test.

7716. What book was it you generally found the students selected?—They selected their own book. A book of Virgil, a book of Cæsar, sometimes two, sometimes a couple of the "Odes" of Horace; but I was always satisfied with anything, provided it was Latin.

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DUBLIN.
June 2, 1884.

Thomas Maguire, esq., LL.D., M.R.I.A.

7717. Did you find it necessary to reject any of the men who presented themselves?—Yes, occasionally.

7718. Can you give us an idea of the average number rejected?—The rejections got less as the preparation got better.

7719. Have you had any experience at all of the examinations under the Intermediate Board?—I have acted as examiner for two years.

7720. With what grade in the Intermediate Board would you class the students going up for matriculation in Galway in your time?—It is quite different, and in this way. In Galway I gave my mark "reject," or "pass," or "pass if," according to what I thought the state of the knowledge possessed by the candidate was. In marking in the Intermediate, and I believe it is something similar in the classical side of the Royal University, you are tied down to give the marks whether you like it or not. I have been obliged to give a man high marks for translation in Greek who, when he came to parsing showed he knew no Greek at all. In Trinity College I would give him no marks.

7721. How would the knowledge of the student going up in Latin contrast with that required by the Intermediate Board. Would the boys in the junior grade of the Intermediate have as much knowledge of Latin as a student going up for matriculation in Galway?—No; I would examine all students in the same way. "Why is that such and such a case." "Parse that." "What do you mean by that." I would mark him on the result of all his knowledge.

7722. You know the books and subjects of examination in the three grades?—Yes, I have examined in junior and senior. I have had papers in all three.

7723. Would a boy in the junior grade, as far as Latin is concerned, know as much as those going up for matriculation in Galway?—As far as answering in the passage, his translation might be perfect, but on the other hand his parsing might show him to be ignorant of Latin, and I would give him nothing in Galway or in Trinity, whereas in the Intermediate I would be obliged to give him full marks. Whether the students have it off or have the translation in their pockets I cannot tell, but it is a fact that the translation is often accurate and the knowledge nil.

7724. You examined in the subsequent years not alone for matriculation but also in Latin, at the different sessional examinations?—Yes, and lectured. I examined in my own course.

7725. Did you find, during your experience in Galway, that the arts students fell off in the second and third year?—About the third year they fell off. That is the worst men went to other things while the best men stayed on.

7726. As a rule, the medical students did nothing more than matriculate in arts?—No, but they did in one way. There is a scholarship always given in the same papers at matriculation—the scholarship in arts, that is, in classics, on one hand, and in mathematics on the other hand, and it has frequently occurred that medical students have headed the list.

7727. For the scholarships?—Yes.

7728. But taking the matriculation examination and that for the entrance scholarship, they would not go on any further for arts?—No.

7729. How many, on the average, would you have in the second year for arts?—I would have a full class until "little-go." After that I would lecture only special men for the degree. They pay three guineas as a fee, whereas up to "little-go" they pay two guineas. Afterwards I lectured men who were taking out their degree as specialists.

7730. That would be a very small number?—Sometimes three, sometimes two, sometimes one, but they would be the very best.

7731. By the survival of the fittest?—By the survival of the fittest.

7732. Have you anything else to lay before the Commission?—There was one statement made by the Rev. Dr. Molloy to the effect that there was evidence given to show that George O'Connor was the best prepared student who ever came to Galway. Now, I do not think he was. He was, undoubtedly, a man of the greatest aptitude for classics, and he had a greater power than any man I ever met for observing. I never gave a passage in anything, even whether he had seen it before or not, on which he did not remark, and he had the greatest capacity for utilizing everything. In fact he had the greatest capacity, but was not the best prepared student who ever came to the College. I remember several of his mistakes, but I do not like to tell them.

7733. Rev. Dr. MOLLOY.—It was Professor D'Arcy Thompson gave us that evidence, that he was the best student who ever came to the College?—If you say the best who ever came to the College he certainly was. Professor Thompson's estimate in that agrees with mine. That he had the greatest classical capacity, I fully admit, and do not wish to undervalue Professor Thompson's teaching. I say, however, that he was not the best prepared student, but had the greatest aptitude, in fact. I will give an instance of that. He had never done any hexameter verse. I was lecturing on the Georgics, and after reading a book of the Georgics he gave me an admirable translation of a piece of Thomson's Seasons, which I gave as a kindred subject.

7734. CHAIRMAN.—When you came to Trinity College you had experience of men there who were educated in the Queen's Colleges?—I had.

7735. Had you many?—I had some pupils on last Saturday. A student from Galway was elected second sizar on very high marks, and with the very highest approbation on the part of the examiners—that is to say, Maxwell—in classics.

7736. Had he taken a degree in Queen's College, Galway?—No, in the Royal; the degree power of the Queen's is gone.

7737. Besides him had you ever a Queen's College man in your class?—Yes, Seaver and Bracken, Charles and Brookes.

7738. Are they men who had broken off in the middle of the Queen's College course?—No; Seaver had taken out his degree.

7739. He entered Trinity as an undergraduate?—Yes.

7740. Has Bracken taken out his degree?—No. Dublin men may go to Cambridge, and an Oxford man came over the other day to enter in Trinity, and went in for a scholarship. There are a sort of free lances who go about from one place to another.

7741. Do such of them as enter Trinity go in for a B.A., and take the degree?—As far as I recollect most of the men who get scholarships become divinity students, and go into the Irish Church. Then, again, a Galway student competed for a sizarship, and, though he did not get it, I have the authority of two of the examiners for saying his answering was very good.

7742. When was that?—Last Saturday the result was declared.

7743. Professor JACK.—What was the object you conceived that you were fulfilling—that you were aiming at at the matriculation examinations?—To test the sufficiency of the knowledge of Latin.

7744. I suppose you found that the men after passing the matriculation examination made good use of their opportunities?—Nearly all.

7745. You considered that they had nearly all made good use of their opportunities?—Yes.

7746. Supposing you found a man could not make good use of his opportunities, you would be under the impression that he had been wrongly passed and should have been sent back?—Yes, but I think I would reject him.

7747. You had hardly any such cases at all?—Hardly any such cases.

7748. You gave very important evidence with regard to the examinations in the Intermediate; do I understand an examiner is compelled to give so many marks for translation, so many marks for grammar, so many marks for so and so, and fill up separately?—Yes;

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the filling up separately is what I object to. The discretionary power we had in the Queen's, and which I have in Trinity, is altogether taken from us in the Intermediate, and we are merely registers, as it were, of bit by bit. Then they tot up and the aggregate is the result.

7749. You said that you had been obliged to give marks in cases where the translation was accurate and the knowledge was nil. Are such cases frequent?—Not very, but they have occurred without the slightest exaggeration. I remember one case distinctly where I could not find a flaw in the translation, and yet the parsing was so defective that it showed the boy knew no Greek He must have learned the English off by heart, or had a "crib" (a translation) in his pocket.

7750. With the state of education to which boys are now brought it is possible to have a translation off by heart?—I think so; the portion to be prepared is so short and they have a long time to prepare them. For instance, the Book of the Odyssey, a boy with a good memory would be very apt to know it by heart.

7751. And to write it down straight off would not be an exercise beneficial to his intellect?—No; the worst possible, I should say.

7752. You mentioned about your class of senior classical men in which there might be three, two, or one. Can you tell us where you would place your average passman at Galway when he was leaving? Where would you place him in comparison with the men in other universities with which you are acquainted?—I should say exactly what Professor Tyrrell said, that minus verse he could take first rank. Some of my men used occasionally to do verse, but from beginning late they could not compete with the regularly trained versifiers. In other respects—both I should say in prose and the faculty and power of translation, they could certainly compete with the best.

7753. You examine of course constantly for scholarships?—Yes. In fact I have been scholarship examiner in Trinity College ever since my election. One of the things I particularly urge upon the student is to pay attention in giving a proper rendering into good English.

7754. In examining for scholarships in Galway was it your experience that the men who got the scholarships got them on sufficient grounds. I suppose you were frequently a member of council?—I was for three years a member of council and I was always examiner. Practically the council were guided by the recommendations of the examiners, and in fact on almost every occasion I recommended the giving of a scholarship, and in many cases the council out of their reserve funds granted exhibitions which were not a matter of right but rest with them under their statutory powers. They are given as compensation to a man who would have got a scholarship if it had not been filled up—to a man who would have got a scholarship only it had been given to a better man while he himself was a very good man.

7755. I suppose the scholarships in Galway are what you might call small things as compared with the scholarships in Trinity College?—I consider that unless a man is resident in Galway, a scholarship does not pay him. We had men in Galway whose parents were living near Galway, and a scholarship to them was so much in their pockets, but if a student for instance came from Roscommon, his scholarship could barely support him during the session. He had to pay fees, to buy his cap and gown and books, and with the utmost economy he could barely live on the scholarship.

7756. If he gets a scholarship in Trinity College, he would get one which lasts without examination for a certain number of years?—If he gets it, the regular time is five years, and he gets his dinner every day and his rooms and £20 a year, and private pupils at three guineas a month. He can make a good deal of money by taking private pupils.

7757. The scholarship in Trinity is a thing which in a pecuniary sense would be worth a good number of the scholarships in Galway?—Yes.

7758. That might account for students who begin their course in Galway and other places, coming up afterwards to Trinity College?—Certainly.

7759. And if they completed their course and come to Trinity and took a scholarship they could live almost for nothing?—Almost for nothing, besides having a positive means of making money.

7760. That is the reason for men going to Oxford and Cambridge to take their degree?—It is a constant reproach against the Queen's Colleges that the students are bribed into going there, but anyone conversant with the old universities knows that the greater number of the men who take degrees in honours at them are really paid for receiving a higher education. Nearly every man who takes a high degree is.

7761. That would apply to Oxford and Cambridge?—And Dublin. There is not a man who gets a high degree, not a scholar or exhibitioner except he is a fellow-commoner, who is not paid. So that if one is a bribe the other is a bigger bribe.

7762. Rev. Dr. MOLLOY.—With reference to the Intermediate examinations, I think you said you met with cases in which the translation from the classics was faultless and the knowledge was nil?—Yes.

7763. You seem to think it is a bad system to give marks on the translation, when the student is not able to get marks in the parsing?—Exactly, and one should have cancelled the other; I have cancelled them elsewhere, and would do so.

7764. Do you know as a matter of fact that the marks in translation are cancelled by the Intermediate Board in that case?—No.

7765. There is a rule of the Intermediate Board that if a student does not get twenty per cent. in grammar he is rejected; therefore, if his knowledge in grammar is nil, his marks in translation are cancelled?—In grammar there are questions set in nouns and verbs called grammar questions: I am talking of questions relative to the parsing of the passage which he translated, and if he understood the passage from a knowledge of grammar he would understand these questions.

7766. He is rejected on the rules of the Intermediate Board?—He is on rules relating to other questions of grammar, but he is not rejected on the questions relating to the passage.

7767. But he is rejected?—Not for not knowing these questions.

7768. Was a student always rejected in Galway who did not know the language at all?—I always rejected him, and could do so without appeal.

7769. Was he always rejected when he was practically ignorant of Greek?—The word in council was Greek, may pass, if Latin, reject; mathematics, and so on; and according to the average he would be rejected or passed.

7770. Professor Thompson told us he let students in who were practically ignorant of Greek?—He must have returned them as passed; if he put rejected, they would have been rejected.

7771. I can only tell you his evidence?—I can only tell you of the fact.

7772. In the cases referred to in the Intermediate Board students would be rejected if the knowledge of grammar was nil?—I say a passage was correctly translated, say in Xenophon; it was so correctly translated that we would say out of ninety marks I would give him eighty-five. I come then to a question (speaking of these cases, I set two papers myself). I have always given parse so and so in that passage; I see he does not know that passage except by mere memory. What you are alluding to relates to two sets of questions in ordinary grammar which are given in the beginning, and the rule is, I am aware, if the student is rejected in these he is absolutely rejected, but these are cut-and-dry questions. A student always would have such as decline βασιλεύς. If a student has learned grammar he

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DUBLIN.
June 23, 1881.

Thomas Maguire, esq., LL.D., M.R.I.A.

would bear in mind the distinct instances. I am speaking of two distinct questions

7773. Would you say he would get twenty per cent on the grammar if his knowledge of the language was nil?—I would call it no knowledge of the language.

7774. CHAIRMAN.—I will read the rule: "no student shall be awarded a pass or any mark in Greek, Latin, French, German, Italian, or Celtic, who shall not have obtained at least twenty per cent. of the marks assigned to grammar." Therefore if you had given him even full marks for the Latin translation, and given him nil in grammar he could not have passed at all?—He could not have passed, but that does not touch my case. My case is on the passage; take the first sentence in Xenophon, parse that verb or noun, and it would prove whether he understood the language or not; and I say where he does not do this, and his answer shows utter incorrectness, he ought to be rejected in spite of his high marks in the translation. I am not touching the technical rule about answering formal questions.

7775. Under the rule he would be rejected?—Not for missing the things I am talking of. You are talking of the formal questions in grammar, which form two items in the list of marks; if he fails in these he is rejected—that is admitted. We then come to the passage in the translation. There are separate marks given on the passage, but on this passage I found other questions which I say prove him ignorant of the language.

7776. Professor JACK.—He cannot parse?—Yes.

7777. And he ought not to pass?—Yes.

7778. Rev. Dr. MOLLOY.—You say that if a man came from Roscommon his scholarship would barely pay him?—I think so.

7779. And if he came from a much greater distance it would not pay at all?—It would not, coming from any distance. We had students who came from the town or immediate neighbourhood. Their parents would support them whether at the College or not. In that case the scholarship was clear gain. In fact, I knew a case where a man's father put the amount of his scholarships in the bank, and handed them to him when leaving. He was a most distinguished law student.

7780. Do you know, as a matter of fact, that they do come from a great distance?—I would call Roscommon a distance.

7781. What would you call Coleraine?—Roscommon and Coleraine are equally near Galway for that purpose.

7782. In your time, about what proportion of the students who presented themselves for matriculation were rejected, roughly; I do not want to have an exact estimate?—It really varied; I think that would be better ascertained from the College returns; I recollect ten out of sixty.

7783. About one-sixth?—Yes, sometimes more and sometimes less; it would depend on the answering.

7784. I find that corresponds with what Professor Berwick said in 1857; he said about one-sixth or one-seventh were rejected. Do you think the matriculation examination was a really sifting examination, and that those proved on examination to be unfit for the curriculum of the College were rejected?—I never heard my examination complained of for want of being sifting.

7785. I am not speaking of yours, but the whole matriculation examination?—I think it was a very good examination, and sifting; the mathematics and English were very severely marked.

7786. I will read what Professor Berwick said in 1857. He was asked, "What proportion of the candidates for matriculation examination have, on the whole, been rejected?" and he answered, "I should say that now, perhaps, there is a sixth or seventh part rejected; I remember that five were rejected the last session, but the fact is, if we rejected candidates who were not sufficiently prepared to enter on this curriculum, we should reject eight out of ten." Is that your experience?—No; I was not in the College in 1857; I went there in 1869, and the proportion certainly year by year was improving

7787. What circumstance led to the improvement? Do you think the class of students coming in were better?—I think the examinations tend to improve on the average; I do not say that every year is better than every other year; but whether it is the kind of opinion that gets abroad, or something in the air that improves the examination, there has been an improvement.

7788. If it were true that eight out of ten ought to have been rejected, and that only six out of seven were rejected, would that kind of examination tend to raise the standard in the schools?—That is an "if"; I don't admit the "if."

7789. I am quoting President Berwick's evidence?—I am not speaking of what occurred before my experience. My experience has been I always rejected a man unfit to go on with college, and, after the examination was over, I have met with all kinds of entreaties to let a man pass.

7790. I am not speaking of yourself in Latin, but the matriculation examination as conducted on the whole, and what I understand from you is that the students came up better prepared in your time than in President Berwick's. The question I asked was, what was the circumstance that led to this improvement in the students that came up?—I was not contrasting my whole period with other periods, but I was saying that, in my experience, the preparation was getting better and better, and the only reason I could give for it was that people asked "what is the examination like?" having means of knowing what kind of questions they would be asked; in other words they may know beforehand the nature of the examination.

7791. When you went there first was the condition of things the same as described by President Berwick?—No, I was agreeably disappointed. I thought the answering would be very bad, and I found nothing to complain of in the scholars or in the matriculation. I remember rejecting two or three men the first examination. That was the first I held for entrance. Generally the men were quite fit to read in Latin any Latin book, which was the only thing I tested.

7792. Perhaps you would prefer to confine your observations strictly to Latin. I wished to examine you as to the matriculation examination taken as a whole?—With regard to the other subjects I never examined personally.

7793. Perhaps you do not wish to give any opinion on the examination as a whole?—Certainly. I think the examination on the whole was a most efficient examination, but I am not able to speak from experience as to other subjects. I have not cross-examined the professors as to whether they gave proper marks or not, but I assume they did. The only thing is that, as one of the examiners, I was present when the marks were counted, and, as a Member of Council, I have sat on the same marks afterwards, that is, to consider whether the student was fit to pass or not, and, whenever I thought a student should not pass, either on a special subject or as the result of the whole, the student was stopped, or put back if deficient, say, in Euclid, and he would come up after a couple of months, or he would be allowed to attend lectures, which would be ratified in case of his finally matriculating successfully. Sometimes a man would come up invincibly stupid, and, after being rejected a couple of times he would give it up. I think one man came up for about five years. I do not know what finally became of him.

7794. Can you say whether in your time the College fulfilled the functions of a university college or of a high school?—I should say most decidedly the functions of a university college, and of a very high university college.

7795. President Berwick was asked—"Am I to

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infer that the College, under present circumstances, can do little more than perform the part of a high school?" and he answered "that is the case with regard to classical subjects"?—May I ask in what year was that?

7796. That was in 1857?—My time begins in 1869.

7797. You think there must have been an improvement from the state of things described there?—There must have been, certainly, because I came fresh from Trinity College. I was a year and a half there as a grinder—that is, taking private pupils—before appointed to Galway College. The grinder's is not an official appointment; it is just demand and supply. A man comes and reads with you because he thinks you are fit. I was agreeably disappointed as to the state of preparation both for the scholarships and general answering at entrance.

7798. Had any of the professors in your time to teach the rudiments of the subjects of their department?—I cannot say that they had. I had not. Immediately after matriculation pass-men came to me, and I read a prose book and a poet, and generally the prose and poetry were taken with reference to the first arts. Then I read these books with these students, just in the same way as I would read them with my pupils now.

7799. Had you to begin the Latin declensions?—Certainly not.

7800. Would you say if a professor had to begin the Greek declensions with his class he was teaching the rudiments?—If he had to begin the Greek declensions I would say he was teaching the rudiments, but I never with any class, whether the highest or lowest, failed to call attention to grammar and syntax. In fact, I do not regard classics as anything except grammar and syntax.

7801. I will read for you what Dr. Moffett said in 1857. I should like you to point out, if you can, what were the circumstances that led to the improvement in the interval, because we have been told by some of the witnesses that the schools in Ireland were getting worse. Here is what Dr. Moffett said—"I think it is essential that the professors in the colleges should not always be kept teaching the mere rudiments." That, of course, conveys that they were kept teaching the rudiments?—Well, then, to that I say they were not kept teaching, because I, as Professor of Latin, read some of the most advanced Latin authors, and Professor Thompson's class used to read Plato, Æschylus, Thucydides—that is, the higher class—and that cannot be called kept teaching the rudiments.

7802. A student reading the rudiments in his first year would be able to read the classical authors in his second and third?—If there is any reference to rudiments at all it must be talking about the pass class in Greek, but I do not like talking for anybody else; but pass men were attending pass lectures. We gave two sets of lectures, honour lectures and pass lectures. The pass lectures dwelt more on grammar necessarily. For instance, I would read an ode in Horace with a pass man, and I would parse every word. If with a higher class, I would assume that I need not go into every word; but whenever I suspected there was a grammatical difficulty I would go into that most fully, and I do the same in Trinity College at the present day.

7803. It was the pass students, and not the honour students, who were reading the rudiments?—They were doing the rudiments, and a great deal more; they were reading the author. There was no class in my time in elementary grammar.

7804. Professor JACK.—You think what President Berwick and Dr. Moffett said in 1857 was more or less ancient history?—Very ancient.

7805. And even ancient histories are sometimes wrong?—What they have taken is a universal assertion, whereas so far as rudiments come in it is only in reference to the pass class, and it may be said of any university.

7806. No doubt it is capable of being said of universities at the present day?—I sometimes take the class as tutor, the tutor is bound to give two sets of lectures in the day. I sometimes get a pass class in Trinity College. I say, "You go on; translate." I ask, "What part of the verb is that; what case is that; why is it so and-so," and from that point of view I know the Galway men were quite as good, and generally they showed as great a disposition to learn. It would be very absurd if the pass-men were taken as representing the honour men of Trinity College.

7807. It is pointed out as a misfortune that a professor should do the work of schoolmaster. Is it your experience that in the working of universities the two things cannot be very sharply distinguished?—Yes.

7808. A higher schoolmaster and a college professor—they shade into each other a good deal?—And in all cases the highest teacher in college, unless set apart for honour men, must, and frequently does, schoolmaster's work, but schoolmaster's work and something more

7809. You cannot cut off the schoolmaster end of the professor, and leave him a professor pure and simple?—No.

7810. With regard to matriculation would you be able to institute any comparison with the matriculation of Trinity College you are familiar with, and the matriculation in the Queen's University?—I give precisely the same kind of examination.

7811. The object you set before yourself in matriculating students, examining for matriculation, is the same here at Trinity College as it was there?—The same as in the entrance, where they simply go in to qualify. We have also an honour entrance—they call it public entrance—where, in addition to the marks they obtain in the pass course, papers are set them in the two subsequent days. That is a competitive thing, and they get places; which is a different thing altogether.

7812. Would a student be able to enter Trinity College on the same sort of knowledge as would be required for entering the Queen's College?—Certainly; substantially the same, and I would undertake to send them off in the train, and that the result would be the same.

7813. Dr. MARSTON.—We have heard a good deal of the standard of matriculation examination, and the standard of education in the Queen's Colleges. In your opinion is it a just standard or not?—Is it the standard of the Queen's?

7814. Yes?—I consider it is a most efficient standard, but it has been unjustly criticised, because it has been tested by the results of the Intermediate examination, which is an all-round examination, and does not throw any light on special fitness, and as I say with the marking I consider is radically vicious, because you are compelled to register marks whether you like it or not.

7815. Come to the matriculation examination of this Galway College. Have you ever known an instance in which a really incompetent man got into the College, or found that you could not teach him?—I have never found a man that did not get on. There was one very unfortunate man who used to come back, as I said, year after year, and I do not know what became of him finally; but generally after two or three rejections they had sense enough not to come up again. Nearly all the men were capable of improvement; some, of course, went astray, but it was not from want of intellect.

7816. What is the standard for medical students so far as you know?—As far as matriculation, except that the medical students were put in a separate list I could not detect any difference, and latterly, both Professor Thompson, and myself, remarked, that the preparation of the medical students in Greek, Latin, and Euclid and English, was remarkably good. Of course, the mathematics and English we took on trust from the statements of the President, Dr. Moffett, and the Professor of Mathematics, Dr. Allman.

7817. You think they were quite competent to benefit

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DUBLIN
June 27, 1884

Thomas Maguire, esq., LL.D., P.P.C.H.

by the class of teaching they would get in the College?—Perfectly.

7818. And that they were fit for the medical faculty?—As far as arts is concerned, I would call them well-educated men.

7819. What experience have you of the pass men?—I have had in arts, lecturing them over two years, and then examining them at the university examinations, in Dublin Castle.

7820. Have you had any evidence or opportunities of judging of the present efficiency or not of the Colleges?—Yes. The fact I mentioned just now, that on last Saturday, one of the classical scholars was returned the second sizar. He is not only returned second sizar, but his style of answering, and thoroughness of scholarship was specially commended by Professor Purser, one of the classical examiners, and Professor Mahaffey; as to the answering of the student in mathematics, while his style was praised by Mr. Panton, an eminent mathematician, and Mr. Roberts, also an eminent mathematician, he was not successful; but that is not to be wondered at considering the men who compete for sizarship are already on the spot, and already in the college, and know the style of examination. The Galway man came up as an utter outsider, and did well.

7821. Rev. Dr. MOLLOY.—I think you said that the Intermediate Education Examination throws no light on the success of candidates in special subjects. I find the returns give us the exact marks which the student gets in each subject of the examination. There may be a question as to whether you would attach any importance to marks or not, but so far as examiners can express their judgment by marks, they tell us the exact success of the student in every subject in which he passes. I wish to ask with regard to the particular remark that you made that the Intermediate Examination does not throw any light on special fitness, whether you are disposed to modify that remark?—They show a fitness in special subjects. I said special special fitness. Special fitness in a special subject differs from competence in a special subject.

7822. What do you mean?—I said: suppose the marks are here given in Euclid that shows the answering in Euclid. The scholarship in Galway would show a great deal more the power of applying to Euclid deduction, or deducibles.

7823. Do you not know that in the programme of the Intermediate Board the deductions are a portion of the course, and that a special portion of the marks are set off for the deductions themselves, and you can actually tell the number of marks a student gets in the deductions? Is not that special enough?—No, because one would be what I would call an honour paper, which would be a different kind of examination altogether, and I would call the Intermediate, so far as it is an all-round examination, a general or pass examination.

7824. But it throws a light on the success of the student in each subject of the examination?—I would merely say this: it would be quite possible for a first-rate mathematician not to get very high marks in the elementary.

7825. Dr. MARSTON.—I think I remember something being mentioned about a student named Hanly. Can you throw any light on his case?—He got his scholarship in Galway. He attended my lectures. I considered him a very good Latin scholar. At the end of the first year I examined him for the second year scholarship. I gave him a passage in unprepared Latin, or supposed to be unprepared, and I set the same passage afterwards for moderatorship in Dublin here, and I can assure you Hanly's version was more accurate, and it was my impression it was not prepared. I do not see how he could come across it, and I am confirmed in this view by the kind of mistakes he made—such as would occur, not to a man who had prepared it, but to a man who made it out as he went along. So he would be a very good Latin scholar, and it would be ridiculous to talk of him as a child.

7826. CHAIRMAN.—What was his age?—I see the statement that he entered as a child.

7827. Dr. MARSTON.—What age was he?—I am no judge.

7828. You did not look at his teeth?—No. I have an impression that he used to win races; however, he was by no means a child.

7829. I would like to get your opinion as to a high or low or medium standard of matriculation. Are you satisfied that the matriculation at the Queen's is sufficient to ensure the student's competency to benefit by the teaching which he will get there?—Perfectly.

7830. Dr. STONEY.—If Mr. Hanly said he was seventeen when he entered, would that agree with your recollection?—He always looked very juvenile.

7831. He does still?—I see him still, and he seems to continue to flourish in immortal youth.

7832. Dr. MARSTON.—A man's age is not always to be counted by his appearance?—No.

7833. Dr. STONEY.—Do you know anything about another student, Edward Dillon Mapother?—All I recollect about him is that he was very small, and he seemed to be very mature. Really I am not an expert.

7834. Professor JACK.—Would he give an accurate observer the impression that he was a child?—The day before he entered I met him at the hotel at dinner. I did not know who he was until I met him next day at the Examination Hall. He seemed to be quite mature in conversation.

7835. Dr. STONEY.—I think you referred to the possibility that a candidate at the examinations of the Intermediate Board might have brought a translation with him from which he copied, or that he wrote out his translation from memory, having learned the passage off by heart?—Yes, that is a possible solution, and the only way I can explain it.

7836. If either of these alternatives happened could the same student, if he succeeded in bringing in a book with him, score twenty per cent. on the grammar paper?—Of course he could; he would only have to refer to it.

7837. And could he, by simply learning by rote, without having a solid knowledge of the language, be also entitled to twenty per cent. on the grammar paper under the rules?—I think he could.

7838. So that his getting twenty per cent. would not insure a knowledge of the language?—It would not.

7839. You also referred to the very limited extent of the course to be prepared as making it possible for students to commit the whole translation to memory?—Not everybody. I could not do it to save my life. I never could, but a great many could.

7840. It is notorious that students do frequently prepare their business in that way. Do you think it desirable in cases of this kind to have the course so limited as you describe it?—No, inasmuch as the time is very short for most of the Intermediate course?—A month would be sufficient.

7841. What time is allowed?—They are given out for a year.

7842. Do you regard the matriculation examination of the Queen's Colleges as being of a wholly different character?—Certainly. One is a test and the other is competitive, and the competitive only is based on what I call the faults of the marking—that is, that you must mark bit by bit without the slightest capacity of giving a judgment on the whole, unless in the two cases of grammar, which does not touch my point.

7843. And candidates might be entitled to pass the one who would fail to pass the other?—I consider that, having found out that he did not understand the grammar of the passage, I would give him no credit for the translation. I act on that principle.

7844. Do you consider regulations such as those under which the marks for translation had to be given good regulations to be imposed by an external authority on a Board of Examiners?—I do not. I consider they conduce to that very evil I talked about of marking bit by bit without any judgment on the whole. It takes away the discretion of the examiner altogether.

7845. Would you regard the test of the matriculation

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examination to have been adequately applied if it was proved by long experience that the students did benefit by the education received subsequently in College?—If you ask me was the matriculation a test of their capacity to benefit by the lectures, and they did benefit, I would regard it as quite sufficient. I have not the slightest doubt my examination would test the amount of capacity to benefit by the course of lectures on Latin.

7846. Was that the case with the bulk of the students or with only a few?—Nearly all that passed.

7847. Then any statement that would represent a class of students as being able to benefit by the education, and another class as being allowed to pass improperly who could not benefit by the education, would not be true in any sense or degree?—It would not; anyone who passed was capable of benefiting. Some gave up college, or went astray, but it was not for want of intellectual capacity.

7848. Were the students as a rule serious students who availed themselves of their opportunities?—They were earnest and hard-working students, and it was shown by their constant attendance in the library borrowing books. I never saw a harder working set of men as a body. Of course there was an idler here and there, but he generally went away.

7849. You had an opportunity of judging of the progress made by all the pass students of the three Queen's Colleges, I mean the pass students in Latin, when they came to their "Little-go" examination?—Yes.

7850. Comparing them with the pass students of other universities, do you think that they studied to good purpose?—Yes, I think that they studied remarkably well, and I may say that I know this as a fact, that fewer men were rejected from Galway in the classics than from the other two Colleges.

7851. I think you examined also for the senior scholarships?—In classics; and political economy when I was acting professor; at one time Dr. Moffett was laid up by an accident I examined in metaphysics.

7852. Were the students who obtained senior scholarships deserving of them?—There was only one competitor in metaphysics, but the answering was very high. I would consider it was first class answering if there were fifty candidates.

7853. Is it usual in universities that the number of persons who present themselves for advanced honour examinations is small?—Always; sometimes there is more competition, but generally men only go in when they think they have a reasonable chance. They are afraid of the ridicule which would attach to them if they sought something for which they were manifestly incapable.

7854. It would be no valid objection to point attention to the fact that a number of competitors was not much or at all more than the number of prizes?—I would not consider it any objection. The only difference is: where there are more candidates some must be left out, but that does not prove where the number of candidates is small that they are disqualified.

7855. I need not ask you whether you regard the results of the Intermediate examination as a valid test by which to measure the awards that ought to have been made at the Scholarship Examinations?—No; I reject it on the ground that the Intermediate is an all-round examination, and that the examination for a scholarship in the Queen's Colleges is specially in mathematics; and I may say I asked my pupil who failed for science sizarship, and he said he thought the examination was harder in geometry in Trinity than in Galway, but in Galway the analysis was harder than in Trinity.

DUBLIN. June 23, 1886.

Thomas Maguire, esq., LL.D., V.P.I.A.

Rev. J. E. Reffé, French College, Blackrock, examined.

Rev. J. E. Reffé.

7856. CHAIRMAN.—You are connected with the French College, Blackrock?—Yes, sir.

7857. What position do you hold in the College?—Director of studies, and responsible for the general management of the classes.

7858. How long have you been connected with the college?—I have been twenty years connected with the college at Blackrock.

7859. Is the college so long in existence as that?—It is twenty-four years in existence.

7860. You have been there for twenty years?—Yes.

7861. Have you informed yourself of the different heads of our inquiry?—Yes.

7862. As I have not had the advantage of any *precis* of the evidence you are going to give, I must ask that you will be good enough to confine yourself to the four heads of our inquiry; we cannot take evidence outside it?—The first point I want to say a few words on is, about the question that turned up in Cork.

7863. Is this with reference to the case of Mr. Hanly?—No. Mr. Hanly's is a different case.

7864. Because the Commissioners would be very glad to give you any opportunity of explaining that matter. But it would occur to me that it would be better to see the printed documents which we have with regard to Mr. Hanly?—That is a small matter. With regard to Cork, I see Professor Ridgeway stated——

7865. I would ask you, if you please, not to make any reference to the words used by other witnesses; not to get into any controversy with the witnesses, but to give your own evidence yourself?—In this particular case, I am very sorry to say, that I find myself by this statement, if it is correct, slandered, and every teacher in the country slandered and libelled, and I think, when my good name, with the name of every teacher in the country is attacked, I have a right to defend myself. I am sure you won't deny me that right. In any court of justice, I think, I would be allowed to do so.

7866. We are not a court of justice?—The gentleman was not asked to define what he meant by "decent teaching," or by teaching that is not decent; he simply said—"the sooner boys come here to get sound decent teaching the better, as there is no school in the country fit to prepare boys for the university." I will answer that point within the scope of the Commission.

7867. Confine yourself to matters within your own knowledge?—I will. I am the more anxious, because the Prime Minister in his speech on education may say again as he has done before . . .

7868. I must ask you to confine yourself to the subject of our inquiry. We have a great deal to do?—Decidedly; but that is a very material point.

7869. We will take anything from you within your own knowledge, in reference to the French College, Blackrock, which appears to us to come within the scope of our enquiry?—With your permission I shall proceed to prove, that in the first place the teaching of the Irish schools is at least equal to that of the English schools: secondly, that here, schools are fit to prepare boys for English universities, and thirdly, that the teaching of the Irish schools is not inferior to the teaching of the Queen's College, Cork.

7870. Might I ask you how you purpose to do that?—First of all, to prove by the competition, to show that the Irish schools have been libelled, and the masters too, and I think that is very material.

7871. You must really confine yourself to what you know yourself of the French College, Blackrock. We cannot receive you as the champion of the Irish schools generally?—Of our school I shall speak at the same time. As you have listened to the slanderer, you must, in common justice, listen to an answer. I mean to submit that——

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DUBLIN.
June 23, 1884.
Rev. J. E. Reffé.

7872. I assure you that we are quite prepared to take any evidence that you may wish to offer, which is within the scope of our inquiry, and within your knowledge with respect to the training at the French College, Blackrock?—The teaching of the Irish schools is at least equal to that of the English schools.

7873. I must ask you now to be bound by the limits which I am laying down, with the assent of the other Commissioners. We cannot take you as giving evidence of the Irish schools in general, because you cannot know it of your own knowledge?—I forgot to say that I was, and am still, secretary to the committee of Catholic schools, where all these matters have turned up, and I am sure the points I am submitting to the Commission are all relevant to the scope of your Commission.

7874. I can only say that we will hear from you any statement that you may wish to give us, either of the efficiency of the teaching, or the nature of the teaching adopted in the French College, Blackrock, of which you can speak, I believe, with the most perfect knowledge yourself?—Yes.

7875. Rev. Dr. MOLLOY.—I think the question of the standard of education attained by the Irish schools may be referred to?—That is what I am going to do.

7876. CHAIRMAN.—What we are quite prepared to receive is this—we are prepared to receive evidence as to the efficiency of the Intermediate schools of Ireland to prepare students for university colleges, but evidence means something which the man who comes forward to give it knows of his own knowledge?—By published documents

7877. We are prepared to take from you any evidence—first of all, as to the French College, Blackrock, with which you are intimately acquainted. We will be prepared to take evidence from you as to the Rockwell College, Cahir, which I understand belongs to your Order, and of which you have personal knowledge, and as to any other intermediate school in Ireland of which you have personal knowledge?—Thank you; that is all I want. There was a point that I was very anxious to bring out to show the teaching of the schools is at least not inferior to the teaching elsewhere.

7878. You know, of course, all about the French College, Blackrock?—Yes, and I will prove it by Blackrock, and by some other schools of which I have personal knowledge.

7879. Does Rockwell College, Cahir, belong to the members of your Order?—Yes.

7880. Are you acquainted with Rockwell College, Cahir, and the standard of education there?—Yes.

7881. Is there any other college that belongs to your order except the Rockwell College and the Blackrock College?—No.

7882. What means of information have you with regard to any other of the intermediate schools in Ireland?—The means of information I have is, in the first place, personal communication with the heads of these schools, and, secondly, the public records, which give the success of these schools, and which have not been challenged.

7883. Are you in a position to give us evidence which is admissible and within the scope of our inquiry as to the Blackrock College and Rockwell College?—Yes.

7884. Then I would ask for evidence with regard to the state of these schools, taking the Blackrock school first?—Well, I was not myself prepared for the objections, and that puts me out of the order I had intended to follow. Perhaps if you allow me to go on in my own way—

7885. I cannot, Father Reffé?—I wanted first to clear the ground of all objections.

7886. I wish you to bear in mind the great distinction that there is between evidence and comment. It is the duty of the Commissioners to draw inferences from the evidence. It is the duty of the witnesses examined, simply to give us the facts within their own knowledge. Therefore I will ask you again not to be offering comments?—It is facts I wanted to give you, but I will come back to it by and by. Will you allow me to speak to the case of Hanly that has been spoken of a while ago.

7887. Are you in a position to go into that?—Yes, because there has been a mistake made by one of the Commissioners in misplacing the case.

7888. Excuse me for a moment. We want to be perfectly fair with you and to give you the fullest opportunity of explaining the matter. I do not think you would be in a position to do that until you have seen the charge made. The charge is contained in a printed paper in my hand. I do not know whether you have seen it or not?—No.

7889. What I would suggest is that you would say nothing of the case of Hanly, until you have first read the paper, and having read the paper you will be in a position to understand it?—Yes

7890. Dr. *Moffett* (President of Queen's College, Galway)—I make an initial protest against that. There are two persons connected with that document—one myself and the other Mr Havotys. You ruled that evidence was not to be received secondhand. I must protest against that document being used. I am unwilling that that document should be discussed except in the presence of the gentleman with whom I had the correspondence

7891. CHAIRMAN.—You must allow us to be the best judges of that.

Dr. *Moffett*.—I thought you ruled it.

CHAIRMAN.—What I ruled in Galway was that I would not take any statement secondhand; therefore if Father Reffé is not able to tell us of his own knowledge I will not take his evidence.

Dr. *Moffett*.—Mr. Reffé's name is not signed to that paper.

7892. CHAIRMAN.—I am perfectly aware of that?—*Witness*—I am the only person of the two mentioned that will be able to give you first-hand evidence.

7893.* Here is the statement:—

"In our own case some boys have been enticed by the Queen's College money prizes and scholarships to leave school at an age when they certainly were not fit to enter upon a university course. Thus for instance Joseph Hanly and Edward Dillon Mapother, left our school mere children to go to the Queen's College, Galway, where they obtained—one a classical and the other a mathematical scholarship at matriculation. They both came from one of our lowest classes the Elementa, Prima Sectio, as we call it here. Their class-fellows who read their full classical course here, remained five years longer and proceeded successively from the Elementa, Prima Sectio, to the Infima Grammatica, the Media Grammatica, the Suprema Grammatica, Humaniores Literæ, and Rhetorica."

Did you know Joseph Hanly?—Yes.

7894. Was he a student in the French College, Blackrock?—He was.

7895. Did you know Edward Dillon Mapother?—Yes.

7896. Was he a student in the French College, Blackrock?—He was.

7897. When did Joseph Hanly leave?—Joseph Hanly entered on the 14th September, 1874, aged 13 last day in July, 1875.

7898. What class was he in when he left your College?—In the elementa, sectio prima.

7899. When did Mr. Mapother enter your school?—On the 4th January, 1875, at the age of twelve.

7900. And when did he leave?—He left in April, 1877.

7901. What distinctions did Mr. Hanly get in your school?—Well, I could not remember. All I know is, that he was a most able and a most promising boy at that time. The Registrar here gives thirteen years of age, at the same time I beg to say that there may be a slight difference in the evidence of the age. We did not, at that time, require certified evidence of the ages as we do now. Since the Intermediate examinations have begun we have to be

* QQ. 7893 to 7912. See Appendix III. B., No. 49. See also President Moffett's evidence, Q. 5013.

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very particular; but this was taken down from the lips of the boy.

7902. I asked if you were able to tell me, and, if you are not say that you cannot—what place, if any, or what distinctions he got, in your college before he left?—He was, if not the very first, one of the first boys in his class, but he was at that time a child and with children.

7903. Did he get a fourth place in the examination for classical scholarship which was open to all lay students of the French College?—He got the fourth place, but allow me to explain the way it was. There were four or five candidates. I cannot remember now, because it is such a long while ago, and Hanly was a very energetic, and a very plucky boy. Those that had any chance to go in for the scholarship prepared themselves well, and the others, who might have been fairly successful, did not go in, and Hanly was encouraged by his master, with my approval, to try his chance. Nobody expected him to get the scholarship. He thought he could try, and there was a very large distance between him and the boy who got the scholarship.

7904. But was not that scholarship open to all the lay students of the French College?—Yes, but they did not go in, because they generally measure themselves beforehand. There were three went in whom I may call *bona fide* candidates. He was a very young boy, and, as he was a very promising and intelligent boy, his master wished to encourage him. I should examine the papers along with my other colleagues. We published then his own place in order to encourage him, and that was the way he got the fourth place.

7905. You have two classes of students, have you not, in the French College?—Yes.

7906. That is lay students and students for the priesthood?—Yes.

7907. We will take the highest class—rhetorica; did your lay students go to that class?—Yes, I must say at present we have no longer the same arrangement. We have been obliged to range the classes into senior, middle, and junior grades.

7908. But at the time that Hanly left your school were there any lay students in the class in rhetorica?—I cannot vouch for the very year he left, but all I know is that of the lay students not many proceeded to the highest classes.

7909. May I take it also that lay students are in other classes that are lower than rhetorica?—Certainly.

7910. Do you know, as a matter of fact, when it was that Hanly went to the Queen's College?—I could not say. I know that he was ill when he left. He overworked himself, and owing to that he was ill for some time, and was not able to return. He says it was eighteen months after that he went to Galway, I have no means to doubt that it was so.

7911. He says that when he entered Queen's College, Galway, he was seventeen years of age?—That may be. All I can vouch for is that he seemed to be a child when he was with us, and he was with children. He was a very clever boy, a distinguished boy. I must say a boy of great promise.

7912. Now, about Mr. Mapother, how old was he when he left you?—Mapother, I find here was twelve when he entered; he entered in January, 1875, and left in April, 1877, so he must have been fourteen.

7913. I take it that you are only giving the original record in the registry of the College?—That is all. I do not vouch for it. If you allow me to show what authority it has. It was simply taken down from the lips of the boy himself when he entered. He was asked how old are you, and the thing was entered. But I can say for Mapother he seemed a child in appearance but he was not so in reality. He was a very manly boy, and he seemed very child-like, and his appearance was that of a child.

7914. When did he matriculate in Queen's College, Galway?—At the following matriculation examination. He left in April, 1877. I distinctly remember when he went to the Queen's College, Galway.

7915. When you tell us he went to Queen's College, Galway, you mean that he left your College?—Yes, in April, 1877.

7916. As a matter of fact he did not matriculate till the following October?—I think so.

7917. And you do not know of course, what he was doing in the interval, between the time that he left you, and the following October?—No.

7918. I ask you now if there is any further explanation you wish to give us in reference to the case. If so, I will take it?—What I wanted to say was this: we felt we had a grievance in having our boys taken away from our school so young.

7919. That we cannot go into at all. We are simply here to investigate the facts of the case, and you have given us your explanation. If you do not think the explanation you have now given is sufficient, we will take any further explanation that you have to add, but we will not go into the question of what grievances you may feel?—My complaint is, that the boys were taken away from us at so young an age; they were promising boys; and I think, if they were allowed to go on for full training, they would have distinguished themselves.

7920. You think his education, would have been much better, if he had been left in the French College, than if taken away?—Decidedly.

7921. When they left your school were they fitted to commence a university career?—Certainly not. They were by the standard of matriculation in the Queen's College, they certainly were far more, but not ripe. What they call ripe in Germany, for instance, where they give the young boys when they leave school, a certificate of maturity, that they are ripe to enter on a university course, and certainly these boys were not.

7922. Professor JACK.—That is what they call the *abiturienten examen*?—Yes.

7923. That is given about nineteen?—Yes, they stay about eight or nine years at the gymnasium.

7924. There is nothing in Ireland analogous to that?—I do not think so, at least nothing like the certificate.

7925. CHAIRMAN.—Is there anything else about the certificate?—Not with regard to Hanly: with regard to Mapother, I say it was a very different case, because he was so very young that it struck me that it was really tantamount to a sin to take him away from us, and send him to a university. Allow me to state, what I got from one of the professors in Galway, who actually acknowledged that it was a sin to have taken such a young boy to a university.

7926. I beg your pardon. I told you before that we cannot take what other persons said to you?—But there was a gentleman, Dr. Maguire, who was here a short time ago, he was examined on the questions put to him, and I thought that some of the Commissioners were under the impression, that some one connected with the college did say that Hanly was a backward, stupid boy, not qualified, that is not the case.

7927. I assure you, you misunderstood Professor Maguire.

[Dr. *Moffett*.—That was quite a misapprehension. Dr. Maguire said he was very youthful, but mature.]

7928. I think, Father Reffé, you will find that you will save yourself a great deal of trouble if you do not get into controversy with other witnesses. I will try and get everything from you that you want to give us, and that we can take, and therefore, if you have anything more to say, we will take it with pleasure. Your evidence is that Hanly was a mere boy, that it was a pity to take him away from you so soon, and Mapother, still more so?—Hanly got his first degree with a pass, and Mapother—I do not know what became of him.

7929. Of course, I can quite appreciate the difficulty you are in, not knowing what is evidence, and what is not, and I hope you will also appreciate the

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DUBLIN. June 23, 1881. Rev. J. F. Reffe.

difficulty I am in, not knowing the evidence you are anxious to give. If you had furnished me with a *précis* of your evidence, I would have made your work less troublesome?—A great deal has been said about the matriculation standards.

7930. Please answer me a few questions. Have you read the matriculation programme of the Belfast Queen's College?—I have.

7931. Have you also read the matriculation programme of Cork and Galway?—I have.

7932. Now, we will take any opinion that, judging from that programme, you are anxious to put before us?—The impression left on me comparing it with other matriculation standards.

7933. When you say other matriculation standards what do you mean?—For instance, Trinity College here.

7934. Are you familiar with the programme of Trinity College?—I am. I think the programme in Cork and Galway, in both the Colleges, low, and I think even if the programme in Trinity College was lower than the Belfast programme, there would be still a great difference between the two. I do not think it would be right to compare the two, because the students of Trinity College are obliged to pursue for two years at least, a course of arts before they enter upon professional studies, and that makes a great difference; whilst in the Queen's Colleges the students are allowed, after their matriculation, to proceed at once to their professional studies, and on that account I think the difference is very vital.

7935. Then is it that you think that in the Queen's Colleges, where students can proceed to professional studies on a mere matriculation, that the matriculation ought to be higher?—Certainly.

7936. You are familiar, of course, with the working of the Intermediate Board?—Yes.

7937. And in your College you have divided your classes into junior, middle, and senior grades?—Yes.

7938. And I suppose you have also a class which is preparing for the junior grade?—The junior grade is divided into ten classes.

7939. Can you compare the standard of education, as evidenced by the programme, in Belfast or Cork or Galway, with any of the grades of the Intermediate?—Oh, certainly. Perhaps if you allow me, as a better way of answering it, I would say that the programme in the junior grade is higher than the matriculation in the Queen's Colleges.

7940. And you apply that to Belfast as well as to Cork and Galway?—To Belfast as well, compared with the whole Intermediate programme. In the languages in which students are examined they are obliged to furnish composition. In Galway, Cork, or Belfast they are not required to turn English into Latin, or into Greek, and, as has been remarked here to-day, they have no translation at sight, which, I think, is a very good thing to test the knowledge of the languages from which the translations are made.

7941. Do you lay stress on the absence of composition from the matriculation programme in Cork and Galway?—Certainly; because the translation from the book can be made up very easily, and the real test of the knowledge of any language is to turn English into that language.

7942. Have you any other means of judging of the standard of matriculation in the Queen's Colleges than what you have derived from a perusal of the respective programmes?—Yes, from those students from the Intermediate schools that entered the Queen's Colleges. They entered after having passed the examination, for instance, in the junior grade, and entered the Queen's Colleges, some of them very low in the Intermediate, and took scholarships in the Queen's Colleges, and I have a case here, if you will allow me to refer to it, of a student of the Queen's College, Cork.

7943. We have the same evidence already?—This is a new one.

7944. Certainly then?—It has been already alluded to, but not gone into fully—at least there is one point that has not been referred to. It is the case of——

7945. You need not mention names: you can give us the numbers?—It is the case of a student from the Queen's College, Cork.

7946. We do not wish the names to appear, but for the purpose of identification I will ask you, when you have done your evidence, to write the names of those you have referred to?—[*Name handed in.*] His case was given with reference to the examination of 1880, I refer to 1879.

7947. We have it all, I assure you, except seventy-nine?—I will enter into that if you allow me.

7948. Dr. Walsh gave us the other?—Well, this student matriculated in Corkin 1877, and got a literary scholarship in 1877; he got the Peel prize in literary composition at entrance in 1877.

7949. Rev. Dr. MOLLOY.—The Peel prize is only given at the end of the second year?—At entrance.

7950. CHAIRMAN.—You are right?—He got in 1878 the Peel exhibition, £20 for three years.

7951. Dr. STONEY.—If he matriculated in 1877, he cannot have reached the standing in 1878 which would entitle him to compete for a Peel Exhibition in that year?—He got a junior literary scholarship in 1878, the second year; at the sessional examination he got first prize in Latin, first prize in Greek, and first prize in English. I take only these subjects, because I think there was another prize he got, but the subject was not in the programme of the Intermediate, and so I will leave it out. I only mention those that are the same in both programmes. In 1879 he got a third year's scholarship.

7952. He could not have got a third year's scholarship in 1879.

7953. Rev. Dr. MOLLOY.—He continued to hold the previous scholarship?—Yes, at the sessional examination he got the same prizes as the previous; in the first university examination he got first class honours; in 1880 he got his B.A. degree with first honours and senior scholarship. In the Intermediate examination in 1879, there were 303 candidates above him in English, after he had got twice the prize.

7954. Do you mean in the Intermediate?—At the Intermediate he had 303 candidates above him in English, and in Cork College he got twice the prize in English.

7955. In what year?—In 1879, in English, there were only twenty-two boys below him. I may notice that in English, out of 1,000 he scored 220, when he could have scored 225 in English composition alone. 225 was the maximum allowed for composition. The English programme for the Intermediate examination was English grammar, English history, English composition, English literature, history of English literature, and two prescribed authors.

7956. If it does not interrupt you, what grade of the Intermediate did he pass in 1879?—The middle. Then he went up again in 1880, which has been alluded to the last time.

7957. CHAIRMAN.—I would ask you not to refer to it again?—Yes. The next case is that of a student at the Galway College, who matriculated in 1878.

7958. What is his name?—[*Hands in name.*] In 1879 he presented himself for examination in the senior grade; he obtained thirty-fifth place in order of merit in the Intermediate examination. Here I must call attention to what I must call an important point. His name in the Intermediate return is spelled a little differently from the Queen's University Calendar.

7959. You need not trouble yourself about it. The second name is quite sufficient to identify him?—He was in Galway in 1878, and in 1879 he presented himself for examination in the Intermediate. He got thirty-fifth place in order of merit in the senior grade. His first examination in arts in Galway, was in 1880, with first-class honours.

7960. Dr. STONEY.—Was that his first arts?—His first arts.

7961. What do you mean by first arts?—The first

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university examination; that was two years after the matriculation I believe; his B.A. was in 1881 with first honours. At the dissolution of the Queen's University, there was a distribution of honours, and he was called to his M.A degree, *honoris causa*. I believe he took his degree in modern languages. In German he scored 173 marks out of a possible 700. In English there were 72 above him, in French 15, on a scoring of 365.

7962. CHAIRMAN.—What was the date of the examination in the Intermediate?—1879. He matriculated in 1878. The next case I will refer to is that of——

7963. Hand in the name, please?—[*Hands it in.*]

7964. What are the facts connected with him?—He got a science exhibition in Cork, in the Queen's College, in 1879. In the same year he passed the Intermediate middle grade examination. The subjects in which he got the scholarship and his exhibition. In arithmetic he had 266 boys above him, in algebra 166 above him, and in Euclid seventy-nine. The next case is that of a student who got a literary scholarship in the Queen's College, Cork, in 1879. [*Hands in name.*]

7965. We have exhausted him completely?—Very well. Well, I suppose we will go to Galway.

7966. The reason I interrupt you is, that there is no use in taking down the same particulars again?—[*Hands in a name.*]

7967. I do not think we have him?

7968. Rev. Dr. MOLLOY.—Give them in a schedule?

7969. CHAIRMAN.—Would it be as convenient to you to give them to us in a schedule?—Thank you; it would shorten our work now.

7970. I suppose students from your own school at Blackrock went up for the same Intermediate examination and went through?—Yes

7971. Have you extracted the number of your own pupils that got before these different young men?—I did not pay much attention to this point. I got only the general numbers.

7972. I thought that, perhaps, you might have done so?—No, I did not wish to enter into it. Speaking about the matriculation examinations, there was a comparison I made between Oxford and Cambridge in the matriculations, and I think there is evidence——

7973. The evidence, I may tell you, that was given to us, was that in Cambridge there was no matriculation examination, except in two Colleges, that of Trinity and St. John's?—I would prefer to have no matriculation at all than to have a programme of matriculation, which is not adhered to. I have the case of a boy who was in the Queen's College, Galway. [*Hands in a name.*]

7974. Where did you get the history of this boy that went to Queen's College, Galway?—From personal knowledge, because he was a student of ours.

7975. That is quite right?—He came in September, 1874, when he began Latin.

7976. When you say that he began Latin, was he wholly ignorant of Latin when he came to you?—He was wholly ignorant of Latin. He left on 21st November, 1874. I assure you there was a great deal of trouble taken with the boy. He seemed most anxious, but he was not able to learn, though he was about sixteen. He was absolutely unable to master the Latin declensions when he left on the 21st November. We had a fire at the school that year and so we had to break up the school, on the 21st November. As soon as we were ready to receive back the boys, we communicated, amongst others, with the father of that boy. I may here mention, that whilst he was with us, he was not able to do anything at his Latin. His parents told me——

7977. I cannot take anything from you of what you were told by others. He left on the 21st November, 1874?—I am going on to say——

7978. I will get it my own way. Where was he after the 21st November. Where did he go to?—He went to the Queen's College, Galway.

7979. Did he matriculate?—He is there in the Queen's University Calendar, as having matriculated in 1874.

7980. That would be in October?—He could not possibly have matriculated in October, because he was with us on the 21st November.

7981. At all events he matriculated in 1874?—Yes.

7982. At the time he left you on the 21st November, 1874, how did he stand in respect to his knowledge of Latin?—It was absolutely nil. He might be able to give you two cases of a declension and go astray in the third. But absolutely nil was his knowledge as to Latin, and I must say that his knowledge of English was very much on a par.

7983. It is hardly necessary to ask you was he, in your opinion, fit to begin university life?—He was not, so much so that a correspondence took place between me and his father.

7984. I know what you are going to tell us, and I cannot let you say it. You are going to tell us what his father said he was doing at college?—I was going to tell you, that I thought it right and honest to tell his father there was no use in his learning Latin as he was not fit for a profession.

7985. I have what will answer your purpose. In your judgment he knew nothing about Latin when he left you?—Yes, and very little English.

7986. Is that all you mean to say?—Yes, in 1877 I find in the university calendar he passed his first medical examination; he is not mentioned afterwards.

7987. Is there any other case of the same kind that you wish to mention?—A large number.

7988. I assure you I do not want to stop you in the slightest degree so long as you give us any evidence that is material?—The next case I have referred to is that of a student who was rejected at a bank examination.

7989. Did you conduct the bank examination?—No, but I knew what his knowledge was; he was one of our students.

7990. You are aware of what he knew; did he know Latin?—Very little.

7991. Did he know English?—He was a very bad speller.

7992. Where did he matriculate?—In Galway.

7993. When did he leave your College?—I could not say. I have not the date.

7994. The dates are all important; when did he matriculate?—I think in 1878. It was a short time after he left us he went to Galway.

7995. The case is of no value unless you are able to give us the date when he left the school?—Perhaps, if you will allow me—I will supply the date afterwards; I have another case.

7996. You see how material the date is?—I understand. The next case is that of a student who went up for an examination, and failed.

7997. He was a student in your College?—He was, and he was very deficient in English.

7998. Did that deficiency extend to bad spelling?—Generally; a general deficiency of his knowledge of English. He certainly had no Latin with us, and he went straight to Cork.

7999. When did he leave you?—I could not give you the date, but I know that he went straight from us to Cork. I think it was in 1875.

8000. We will allow you, if the case is material, to fill in the dates; because the dates are of vital importance?—Yes.

8001. Did he matriculate in Cork?—Yes.

8002. Dr. MAUSTON.—Would not you prepare a list of the cases, and send them into us at once?—I will.

8003. CHAIRMAN.—You have selected a number of typical instances?—Yes.

8004. Boys in the French College, Blackrock, who left with a very deficient education, and who shortly afterwards matriculated in Cork or Galway. Is not that so?—Yes.

8005. Could you make out for us a table giving us

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DUBLIN. June 23, 1884

Rev. J. F. Reffé.

the names of all these pupils, not for publication, but for the purpose of identification?—Yes.

8006. Give us the particulars—the dates they left you, and the dates they matriculated?—Yes, with the greatest pleasure.

8007. Rev. Dr. MOLLOY.—The dates are all important.

8008. CHAIRMAN.—I need not tell you if a year elapsed a backward boy might become pretty good at the end of the year?—Yes.

8009. Is there anything else you wish to state?—I have many other cases, but this will be quite enough.

8010. I do not want you to shorten your evidence?—Very well. There is another case I would refer to about matriculation. The last matriculation of the Queen's Colleges during the time of the Queen's University, was in October, 1881. There was a very large number of students who went to that matriculation examination.

8011. Do you mean students from the French College, Blackrock?—No; I have heard of a student who had been with us a good many years before, and had been here in Dublin in business. I think he was a druggist. He was induced to go to the Queen's College, Galway, to matriculate there, in 1881.

8012. He was away from you for a considerable time?—Yes.

8013. How long?—A very long time.

8014. We all know there are facilities in Dublin for young men to educate themselves, even if they are engaged in business during the day?—But if they do not avail of these opportunities, it is the case with him.

8015. Rev. Dr. MOLLOY.—After he left you he was in business in Dublin?—He was.

8016. He may have learned a good deal?—I can prove he has not followed any regular course or irregular course.

8017. Professor JACK.—He might have read by himself, you know.

8018. Rev. Dr. MOLLOY.—I do not think the case would have much weight one way or the other.

8019. CHAIRMAN.—Do not take it that we want in any way to curtail you. I only interrupted you in the beginning, to see how far you could go, but within the limits laid down for us, we would be anxious to hear you to the fullest extent?—If you kindly put me some questions.

8020. The difficulty I am in is, I do not know what evidence you want to give?—About the standard, if you like, of the college, or in comparison with others.

8021. Have you, except from reading the programmes of the examinations for the scholarships, and also from testing what was done at the Intermediate Examinations, by persons who gained these scholarships in the Queen's Colleges, any other ways or means of getting at the standard of education maintained in the Queen's Colleges?—I think it is a good means of judging, by comparing the results we have in the Intermediate, and seeing that these young men who did but poorly at the Intermediate, succeeded afterwards in entering the Queen's Colleges, and getting scholarships.

8022. Have you directed your attention to the question as to what became of the students at the Intermediate, who passed in the senior grade, and whom you would naturally expect to be gravitating to university life?—I am not prepared to answer except in a general way; I could not give you just now any precise answer on that subject.

8023. Of course, if you have not studied the question I cannot expect you to answer it. Is there anything else? You were going to say that you thought you had some means of gauging the standard?—Yes, by means of the Intermediate education, in a general way. But now as to individual cases, those which I have given you will show what I mean to prove.

8024. I quite understand that, and I interrupted you because I thought it might be important to pursue the inquiry, as the students one would expect to go into a university would not be the junior grade, but the senior grade?—That is what I was going to say. I found that students who have got very low places in the junior grade went to Cork College for instance, and got exhibitions and scholarships there.

8025. What is your opinion of the standard of education maintained in the Colleges?—I think it is very low.

8026. Have you any other means of arriving at the opinion that it is very low, besides what you have told us, namely, the results of the Intermediate examinations, and the examination of the programme, education, and conditions of the pupils in your own College that left it badly prepared, and got scholarships in the Queen's Colleges?—I do not say that I have at present to my mind.

8027. Rev. Dr. MOLLOY.—May I ask whether you have traced any students of the senior grade and can tell us what has become of them with regard to their university education. I have here the published tables of results for the senior grade in 1883, and in the first table I find "Henry C. M'Weeny, Catholic University School, 89, Leeson-street." He got first place in the senior grade. What has become of him?—He matriculated in the Royal University. He got second place of all the matriculated students there.

8028. Where is he at present?—I think he is in the University College, Stephen's green.

8029. CHAIRMAN.—Is there anything else you would like to add?—You have so circumscribed me that I do not know how to meet your requirements.

8030. What other kind of evidence do you wish to lay before the Commission?—If you will allow me to express an opinion of the matriculation examination, I think it would be better to have no matriculation at all than to have a standard as I have expressed already, that is not adhered to, because I find that it is demoralizing.

8031. When you say a standard you mean a programme?—A programme; for instance, when students are told that they will be examined in Latin and Greek, and then, coming up before the examiners without any Greek at all they pass, sometimes without knowing the Greek letters. There may be a difference of opinion as to whether Greek is necessary or not; but I think when it is put upon the programme that Greek is required, it ought to be insisted on. Either let the whole thing be done away with, or let it be insisted on.

8032. In a case where a university had a matriculation examination, and where a number of the students did not go further in arts than that matriculation examination, am I to understand that in your opinion there ought to be a matriculation examination?—What I mean to say was this—where there is a matriculation examination, and a programme prescribed, that programme ought to be maintained. Now, the question you put is of a different kind: whether I am of opinion that there ought to be a matriculation.

8033. Yes?—In case where the matriculation will lead up to professional studies, most certainly.

8034. Would your view be that a matriculation examination in a university ought to be a strict examination?—Most decidedly.

8035. You think the fact of a student being able to begin at once, his professional studies would be an additional reason why the matriculation examination should be a severe one?—Most certainly.

8036. Have you sent any of your students from Blackrock College to the Royal University?—A large number.

8037. Have you sent any of your students to the Royal University who have read for medicine?—Yes.

8038. And the students who have gone from your College to the Royal University and have taken up medicine, have any of them passed the first Royal University examination in arts?—Yes.

8039. Could you tell the Commissioners about how many medical students have gone to the Royal University from your College?—Precisely, I could not say,

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but from a mere guess I should imagine about twenty-five or so.

8040. Could you, by reference to the books of the College, give us the number of students from your College who are now actually in the Royal studying medicine?—Yes.

8041. And also the details of the students. When I say details, I mean the number who have passed the first Royal University examination in arts?—Yes.

8042. Are you able to say whether the necessity of passing that first examination in arts has exercised any deterrent effect on any of the medical students from your College?—I do not think so, because they were generally well prepared, fairly prepared to pass it, and they are generally satisfied to pass a first examination in arts, because their previous training enables them to do so with comparative facility.

8043. From what class in your school have the boys gone up for the Royal University?—Generally the senior grade; some go from the middle grade but they are few, but I must say that those who did go from the middle grade were more pass men.

8044. In your opinion, knowing about the Intermediate examinations, and knowing also the standard required for the Royal University, from what class of the Intermediate examinations would you expect students to go up and matriculate in the Royal?—Well, I think the good junior grade students could pass the Royal University matriculation examination easily.

8045. Do you think so?—Certainly. If you will allow me to say, I consider the matriculation examination of the Royal University very low. The only redeeming point in it is that they require one additional year in arts for professional students as essential for taking their degree. They must pass an examination in arts for the first year.

8046. There is a rule in one of the regulations of the Royal. I find it at page 29:—

"In all examinations which include passages for translation from certain prescribed books or portions of books, it is to be understood that passages may also be set for translation from other portions not prescribed of the same works, or of other works by the same author, as far as possible of a cognate character."

Do you know whether unprepared passages from books unprescribed are set to students?—Yes, and I think properly so.

8047. Professor JACK.—Unprepared passages are regularly set at the matriculation examination?—Yes.

8048. CHAIRMAN.—Do you think that a boy from the junior grade would be now prepared to begin the university life?—I do not think so.

8049. You think that it would be more beneficial for him, intellectually, to remain at school some years longer?—Most certainly.

8050. At what stage of the Intermediate examinations, do you think, a boy would be suited for beginning?—The senior grade ought to be the natural link. However, in matters of that kind a great deal depends on the boy himself. A boy may be fitted in the middle grade to begin a university career, when another would scarcely be fit to commence, though in the senior grade.

8051. Then the top boys, if I may so speak, of the middle grade would, in your opinion, be fitted?—Certainly.

8052. But the ordinary run of boys in the middle grade would not?—I do not think so.

8053. If you would indicate to me any other line of evidence on which you wish to be examined, I can shape my questions so to enable you to give the evidence?—If you will allow me to state why a low standard as an entrance into professional studies, for instance the medical profession, is unadvisable, I would be very glad to tell you from my own experience.

8054. We will take that from you certainly?—Well, I think, if a young man begins the medical profession, for instance, without being properly prepared, and we are told that some of the students come badly prepared to Cork, uninstructed altogether in the ordinary school work, they can pass through their university career only in a limping and unsatisfactory manner. It is said also that those who seek in matriculation only a door to the medical profession are even worse. Now, I think that a young man who begins professional studies under these circumstances, must, in the first place, be a great deal handicapped in attending professional lectures. As a general rule, even if he is able to scramble through his examinations, and in the end to take his degree, I do not think that he will have habits of reading, and, in my opinion, a medical man who does not study and read, is a very dangerous man.

8055. From your experience do you find that there is a great anxiety amongst students—take, for instance, medical students—to get at once into their profession?—A very great anxiety.

8056. And you think that ought to be checked?—Certainly. If you will allow me to speak with regard to what is done on the Continent. I find the difference very great.

8057. Of course you know that the General Medical Council require that unless a man has a university degree, he must have a certain amount of arts education?—Yes, but that is very little.

8058. Dr. MARSTON.—That is a question between you and the General Medical Council?—Yes.

8059. There is no doubt that a graduate in medicine should be highly educated?—Certainly.

8060. But the General Medical Council exact a certain standard in its preliminary examination for all men before they can proceed to a qualification in medicine, and, therefore, if that is too low, it is for the Medical Council to settle?—Yes.

8061. CHAIRMAN.—Is there anything else that you would wish to add?—Perhaps it will come out in cross-examination. I was put out at the beginning, and I lost my lines.

8062. Rev. Dr. MOLLOY.—In reference to a point suggested by the Chairman, you stated that you traced a large number of the junior grade students in the Intermediate examinations into the Queen's Colleges?—Yes.

8063. The Chairman then asked whether you had taken any pains to find what became of the senior grade students. I have taken up the return for the senior grade in 1883, and I find the first name is Henry C. M'Weeny. He got highest place in the senior grade in the Intermediate?—He did.

8064. He got that position in June, 1883?—Yes.

8065. And in October, 1883, he matriculated in the Royal University?—Yes.

8066. Looking back to the list for 1882, I find that he got sixth place in the middle grade, and in 1881 he got eighth place in the junior grade. I want to ask you whether you think that for a young man who wants university education, it is better first to pass through the successive grades of the Intermediate course than to go direct from the junior grade into a university college?—Most certainly; there can be no doubt about it.

8067. Do you think it is specially desirable in the case of promising students that they should go steadily on to the end with their school work?—Certainly.

8068. Look at the second name on the list in the senior grade in 1883, Gerald H. Fitzmaurice, French College, Blackrock. Do you know him?—He is preparing for matriculation in the Royal University next October.

8069. He got second place in the senior grade last year and you did not recommend him to go up for the Royal University?—No.

8070. You kept him back that he might become more mature?—Yes. He waited at my suggestion.

8071. You think that is best for his educational future?—Certainly. Allow me to state the reason why; because I think a good man ought to take every possible care to fit himself in such a way as to take

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DUBLIN. June 25, 1884.

Rev. J. E. Reffé.

every possible advantage of his University career afterwards.

8072. The third name on the list in the senior grade, is Charles Dromgoole, French College, Blackrock. What has he done?—He matriculated last October.

8073. Then he matriculated after having obtained third place in the senior grade of the Intermediate?—Yes. He got second class exhibition at matriculation, and second class in Greek and second class in English.

8074. The fourth name on the list in the Intermediate education examination last June, was Edward T. Bannan, French College, Blackrock. Do you know him?—I do. He matriculated in the Royal University in October and got a second-class exhibition and honours in Greek and in mathematics.

8075. The fifth name on the list in the Intermediate examinations of the senior grade, in 1883, was Edmund Pariset, French College, Blackrock. Do you know him?—I do. He matriculated in October the same year and took first-class exhibition at matriculation, and the scholarship in modern literature. He also got first place in Latin, first place in French, and second honours in English.

8076. We find then, taking the first five names arranged in the order of merit, amongst the whole of the students who presented themselves in the senior grade last June, that the first came from the Catholic University school, Leeson street, and the second, third, fourth, and fifth came from the French College, Blackrock?—Yes.

8077. Do you think that furnishes any evidence as to whether the Intermediate schools in Ireland are able to prepare students for a University career?—I think so.

8078. Do you think also that it furnishes practical evidence as to the opinion of the authorities of those schools in reference to the preparation with which a student ought to come up to a University College?—I should think so.

8079. In looking back over the lists I find that the names of all these students appear in the preceding year in the middle grade high up, and in the year before that in the junior grade. Therefore they have been guided through the three successive grades of the Intermediate course, and have not been sent to begin their University career till they had passed with high honours in the senior grade?—Just so.

8080. With regard to the case of Healy, there is one point I should like to clear up. If this boy had remained with you until he had gone through the whole of your school course, and had been in your judgment ripe for a university career, how many years would he have remained with you after the time he left?—I think five years.

8081. Would he have read one year in the course in which he left, the *elementa, prima sectio*?—Yes.

8082. The class above that is the *infima grammatica;* and he would spend a year in that?—Yes.

8083. The class above that is the *media grammatica;* and he would spend a year in that?—Yes.

8084. The class above that is the *suprema grammatica*?—Yes.

8085. The class above that is the *literæ humaniores.* Would he have spent a year in that?—Yes.

8086. So that to get into the class of *rhetorica* he would have spent four years?—Four years.

8087. And you would have hoped, as he was a promising boy, that at the end of that time he would, like those boys we have referred to, gained a high place in the senior grade of the Intermediate and have been ripe for the university?—Ripe for the university.

8088. He got a silver medal with you, what was that for?—The silver medal was for good conduct. It was voted by the students.

8089. The prizes he got were prizes in the class of *elementa, prima sectio*?—Yes.

8090. Besides the intermediate school which you have at Blackrock, you have also a university college?—Yes, separate altogether from the school.

8091. You send up students from the senior classes of the school for matriculation. Did you send up students from the college for the other university examinations?—Yes.

8092. Your students you told us have obtained honours and exhibitions at the examinations of the Royal University?—Yes.

8093. Do you ascribe their success at the examinations of the Royal University to the fact that you have kept them at their school work until they were fully matured and were well trained in every kind of school work?—Nothing else would account for it. It is bad to pluck fruit before it is ripe, and it is very bad and wicked to nip it in the bud as has been done in some cases referred to such as that of Mapother. His was a case of nipping fruit in the bud.

8094. Have you a class to prepare for the higher branches of the Civil Service, and the Indian Civil Service?—Yes.

8095. Have your students passed successfully for the Home Civil Service and the Indian Civil Service?—In 1875 we got first place at the Control examination and third place at the same examination.

8096.* Perhaps you could furnish the Commission in a tabular form with the successes obtained by your students at the examination of the Indian Civil Service, the higher examinations of the Home Civil Service, and the examinations of the Royal University?—With the greatest pleasure.

8097. Will you be careful to give us, in each case, the date at which the student left your college and the date at which he passed the examination?—Yes.

8098. With regard to the examinations of the Royal University as a test of educational proficiency, a question has been raised whether those colleges whose professors are examiners in the Royal University have not undue advantage at those examinations as compared with other colleges whose professors are are not examiners. Will you state your opinion on that question?—I think if there is a question of a university in which no students came up except those that have been taught by the professor, I do not see what objection there could be to the professor being the examiner. At the same time I think there will be an advantage in having as it were a mixed board and having those to examine the students along with the professor. I think there would be an advantage. But if there is a question of a university such as the Royal University in which candidates are invited from all parts of the country, and which actually was meant to be for such students from all parts of the country, I think it is very bad on the ground of justice, I do not think there is any fair play or equality between students who have had the opportunity of attending lectures of the examiner and those that have not; because the professor if he wants to be fair at the examination, must either neglect his duty towards the University as an examiner, or his duty towards his students as a professor.

8099. Do you mean that if he follows the lines of his lectures in setting his examination paper, he gives thereby an undue advantage to his own students, and if he do not follow the lines of his lectures then he does an injustice to his own students?—Decidedly; but if he is anxious in his examination not to bring out any point on which he insisted in his lectures, then the examination will be worthless; because as a teacher he must insist on the most important points in his teaching, and lay great stress on them, especially as has been shown, if he is something of a grinder, having only four, or five, or six boys. Then the teaching becomes personal, and is a sort of grinding. If the grinder does not insist on the points he considers the most important, he does not do justice to his students, and if he does insist and hammers them into them, his way of putting the points, and many other things will certainly give the students a very great advantage, and a most unfair advantage, over others who have not had the benefit of his teaching and his grinding.

8100. Then I understand it to be your opinion that

* See Appendix III. B., No. 48.

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the colleges whose professors are examiners in the university have a great advantage as compared with the colleges whose professors are not examiners in the university?—Decidedly.

8101. And you think if that system be adopted, all the colleges that come into the competition ought to have representatives on the Board of Examiners?—I should think so.

8102. Which system do you prefer—that the Board of Examiners should be independent of all the colleges?—That it should be independent altogether, under present circumstances.

8103. Dr. STONEY.—Mr. Michael Mullally, Mr. John Moran, Mr. John O'Byrne Croke, and Mr. Martin Quinn are graduates of the Queen's University who have taught in the French College?—Yes.

8104. Could you form any opinion from your intercourse with these gentlemen or Mr. Prendergast, as to the quality of the education imparted in the Queen's Colleges?—I cannot form a judgment of the quality of the teaching. I can form a judgment of my experience of those gentleman which is very different from the quality of the teaching in the colleges All I can say is, that all, and some of them, of course, more than others, are most eminent men, I should say in the line that they professed to teach when they were with us. Two of the gentlemen you mentioned are with us at present, and one of them, or both I should say, would, independently of any teaching, have made their mark anywhere owing to their, what I consider, most distinguished abilities.

8105. Would you extend the same remark to Mr. Mackintosh and Mr. Graham, graduates of the University of Dublin, who have also taught in your school, or could you form any judgment as to the education of the University of Dublin from your intercourse with them?—It would be better if we considered the question in an abstract way, and to say whether one individual man or two will give you an index to the teaching of an institution like that. When I became acquainted with them, most of those men you mention had left the Queen's Colleges ten years. Now, I do not doubt for a moment that when they entered the Queen's Colleges they were fit to begin their university course, and for the same reason that they profited, I am sure, very largely by their attendance at the Queen's Colleges, while, on the other hand, what they are now cannot tell me how they profited. All I know is that they are men of great worth.

8106. Then, if you found that they were specimens of a very large class of students trained in the Queen's Colleges, you would consider that was evidence?—If of a very large class; but if they are not, if there are but a few men, I do not say that.

8107. In fact, you think they are able men in spite of the bad training that they received?—I do not say bad training. I would be very sorry if I was understood to imply any such thing. I only say they are able men. Where they got their training I do not wish to inquire.

8108. I see from the returns made to us by the Royal University that Edmond Jules Parisot obtained first class honours in French from French College, Blackrock; Louis H. C. E. De La Roche-Souvestre second honours in French, and Louis M. A. De La Roche-Souvestre also obtained honours in French?—Yes.

8109. These are the only three from the French College, Blackrock, that took honours at the matriculation examination in French?—I do not know; but if the others did not it is simply because they did not go up, and they preferred taking up Greek.

8110. Carl R. Zimmer, from your school, took honours in German?—Yes.

8111. Are these gentlemen whose names I have read natural born English or Irish or Scotchmen?—Two of them are from the Mauritius, an English colony.

8112. Dr. MARSTON.—French and English are spoken there?—French and English. It is an English colony.

8113. Dr. STONEY.—Then at the first university examination Joseph Ball got first honours?—Yes.

8114. Is he a foreigner?—Yes.

8115. Is Carl Zimmer a foreigner?—I think he was born in India. His father is in the service of the English Government.

8116. Rev. Dr. MOLLOY.—Do you say that some of the students were French and some were German?—Some, yes; some from the Mauritius, and those are French; one from India.

8117. Do you not think that a French student coming up from an Irish college is at a great disadvantage in competing with Irish boys, seeing that the whole examination is in the English language?—I think so. It is as much to the credit of the boy who distinguishes himself all round in the examination, if a foreigner, and can qualify to satisfy his examiners by very high answering.

8118. You are acquainted with the University of Strasburg?—I think so.

8119. If an Irish boy went there and took lodgings in the town, and afterwards went up for an examination at the University with success, do you not think he would deserve all the more credit for beating Frenchmen and Germans on their own ground?—I think so.

8120. Dr. MARSTON.—Do you think the student was placed at a disadvantage in regard to his examination in French?—No, but I think he was in his English examination: and when you take into account the whole examination—English, French, mathematics, and translations—being done in English, I think if he did not know his subjects he was at a disadvantage.

8121. A disadvantage as regards the whole?—Yes.

8122. CHAIRMAN.—We don't in the least want to cut you short, and if there is anything you wish to bring out we will hear you with pleasure?—There are a few things I do not wish to lose sight of, and, in the first place, I would refer to the scholarships Allusion has been made to the Oxford and Cambridge endowments, that there were some scholarships in Cambridge given to students who could not qualify for a scholarship at Galway, for instance. I think there is a great difference between scholarships at Oxford or Cambridge and those at the Queen's Colleges. Some of them are founded by private individuals, who may narrow the competition. They found prizes and scholarships for their relatives, and in their own families the scholarships are maintained, or they are sometimes for the natives of a parish or a county.

8123. Professor JACK.—Such scholarships as Father Reffé spoke of exist, of course?—I say the Queen's College scholarships are paid for by the State, and therefore in the nature of an investment by the State to get a return.

8124. CHAIRMAN.—What you want to say is in the case of scholarships founded by the State, they ought not to be given unless they are deserved?—That is it; and not only deserved but I think the best men ought to be got, because they are in the nature of an investment made by the State to obtain certain results, and the State is simply the steward in the name of the taxpayer.

8125. You are repeating unnecessarily the proposition you have already stated?—It is within the scope of the inquiry. It has been stated that thirty per cent., for instance, was a very fair standard of knowledge for a scholar. I say it may be for a scholar such as I have described, when it is a foundation by an individual. He may give it away, make a present of it to some person he wishes to favour. But when it is founded by the State it is simply an investment for a return, and it is the duty of those that have to administer that endowment to get the best return that can be had in the market for the investment; and, therefore, those that have the giving away of the scholar-

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DUBLIN. June 23, 1884.

Rev. J. E. Raffé.

ships should not be satisfied with thirty per cent., but try and find the best men that can be had.

8126. Dr. MARSTON.—So as to bring it within the scope of the inquiry you say that this should be done, in order to maintain the standard of education in the country?—Exactly.

8127. CHAIRMAN.—If there are not the best men coming in to compete what is to be done?—I would like to see the thing tried. It is said the Queen's College scholarships require systematic training, and that the Queen's Colleges give it. If you allow me I am prepared to show it is not quite the fact, at least not to a very large extent.

8128. What is not the fact?—The systematic academic training. In any case they have not a monopoly of it.

8129. Do I understand you to be going on to say there are other places as well as Queen's Colleges where academic training can be given?—Not only that, but the Queen's Colleges are at a disadvantage in giving the academic training.

8130. These are matters we cannot go into?—With all respect, I think it is within the scope of the inquiry.

8131. We are of opinion that that is not within the scope of our inquiry, and for this reason—that what we are to inquire into is simply how the exhibitions and scholarships are awarded in the Queen's Colleges. We are not to inquire where else they might be given, or how they ought to be disposed of, but simply to inquire how they are given in the Queen's Colleges. You can see at once the distinction?—Yes; but it has been said they are given to the Queen's Colleges especially on account of the facilities there for academic training.

8132. No. It was said in Belfast the existence of scholarships and exhibitions of the kind were of great help to collegiate training. We will take your evidence on that point. Or, as it was put by another witness in Galway, that the Colleges could not live if they had not those exhibitions. Do you wish to say anything on that?—Oh, certainly. If they are scholarships paid for by the State I think they are in the nature of what I said a moment ago—an investment; and, therefore, the State has a right, and the taxpayers have a right to look for a return.

8133. That we have already; and therefore you maintain that they should only be given on a very high per-centage of answering?—Most certainly.

8134. And with strict rules laid down, so that persons not making a high examination would be excluded from scholarships?—Not to maintain colleges, but to give facility to students who would afterwards distinguish themselves in such a way as to be really a benefit to the State and to society.

8135. But do you consider that the existence of scholarships and exhibitions of this kind in the College helps to advance the collegiate training?—In some cases it does and in others it does not.

8136. What are the cases in which it does not?—When the scholarship is given away to a student who is not qualified; I have given you evidence of cases of students who passed through the Queen's Colleges on a very low standard of education.

8137. What you wish to convey to us is that if it is given on a low standard, and a low rate of examination is accepted for scholarship, that prejudicially affects collegiate training?—Certainly.

8138. But if on the other hand a high standard is maintained and scholarship awarded only on its being attained, then it is a help to collegiate training?—So it is, otherwise it injures education. I should have mentioned that speaking of students who entered the Queen's College on a very low qualification, I find the case of a student who entered Queen's College, Galway, straight from French College, Blackrock, and he did not read any Latin 1882.

8139. You can add him to the list you were good enough to promise?—So you do not wish me to proceed. He has never been mentioned.

8140. You will be good enough to mention him on the list?—All right.

8141. Is there anything else you wish to mention—I do not want you to go away under the impression that we are in the least anxious not to give you a full hearing?—I have a good many points, but I do not see just now how I can shape them to come within the scope of the inquiry.

8142. We are not closing our sittings to-day and we will certainly have at least two sittings more, and that being so, if you have anything further to add we will be very glad to hear you?—Thank you.

William Graham, esq., M.A.

WILLIAM GRAHAM, M.A., Professor of Jurisprudence and Political Economy, examined.

8143. CHAIRMAN.—You are Professor of Jurisprudence and Political Economy in the Queen's College, Belfast?—Yes.

8144. How long have you filled that chair?—Two years or two sessions.

8145. Do you also examine for one of the senior scholarships?—Yes: for that in political economy and metophysics.

8146. Was political economy one of the subjects for that scholarship?—Yes.

8147. Here is a note in the calendar:—"One senior scholarship in 1884 and subsequent years. This scholarship will be awarded for proficiency in logics, metaphysics, and political economy"?—That is a change made in the last year, but previously the scholarship was in political economy and metaphysics only.

8148. Jurisprudence is one of the subjects of the examinations for scholarships?—Yes.

8149. Does jurisprudence enter into the scholarships for the first year?—Yes, jurisprudence enters in the first year, jurisprudence and Roman law in the second, and in the third year international law is added.

8150. Professor M'Kane is the lecturer on English law?—Yes.

8151. Would the same number of students be in his class as in yours?—Yes, with the exception of the arts students in jurisprudence who only attend my lectures.

8152. It is a small class?—Yes; and always has been; but for its size it has always had very remarkable success. I should add, it is increasing.

8153. During the two years you were Professor of Jurisprudence, how many had you in the first year?—In jurisprudence and Roman law I had twenty-five, and in the present year twenty-eight. Of the former, twenty were in the first year, and five in the second in 1882–83. In the present session I had twenty-two in the first year, and six in the second.

8154. How many had you in the third year?—None. It has not been the custom for the students to attend law lectures for the third year; my predecessor in the chair had occasionally, I believe, one or two only.

8155. Then is the senior scholarship in law not awarded?—It was not awarded this year. It has been always awarded up to the present year, but it was not given this year.

8156. A student must have gone through the third year to qualify for competition?—Certainly. It was not awarded, chiefly because the competition was so small, and partly because there was some idea of suppressing the scholarship, and devoting the funds to some other subject.

8157. We had evidence before us, and you need not therefore, go into it again, that there are not many advantages offered to the law students now in the way of shortening their professional studies?—There are not.

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8158. Do you find in Belfast many students attending the law classes, who are preparing for the solicitors' profession?—Yes. This year, of the twenty-two I spoke of, twelve are going to be solicitors. They come to shorten their apprenticeship.

8159. Do they take more than the first year?—They take two years.

8160. But it is optional whether they take them in successive years or not?—Yes. For instance, I had twelve this year, and five or six of these will probably come next year, the remainder probably the following year.

8161. How many for the first year's scholarship?—Six this year. The competition was good; the answering extremely good. The percentage in my subject, jurisprudence, was eighty-six, and last year seventy-six out of a possible 100.

8162. The second year's scholarship was not quite so good. How many were awarded?—There is only one scholarship given for each year's students; one for those of the first year, one for those of the second, and one for those of the third.

8163. In the second year what was the answering?—I do not remember the exact answering. It was over sixty per cent. and less than seventy per cent.

8164. That was not too bad?—The holder of it is a very good man. His answering in the previous year was remarkably good, in Professor M'Kane's opinion as well as in mine. I have an arts class in jurisprudence composed of those who are merely taking up that subject for the Royal University in connexion with either political economy or philosophy. I have a pretty large class, and it is increasing.

8165. I know of my own knowledge you had a good number up?—I sent up seven last year. My whole arts class went up, and they all got the B.A. "honours" degree in that and the allied subjects; and in political economy I sent up eleven out of sixteen, all of whom passed the B.A. degree.

8166. I have personal knowledge that they answered remarkably well?—You were the examiner in jurisprudence.

8167. Dr. STONEY.—You have had a great deal of experience both in the University of Dublin and in the Queen's College?—Yes. I was, I might say, the principal private tutor in philosophy and logic, as well as a pass tutor in mathematics, in Trinity College, Dublin, for nearly seven years.

8168. You have had an opportunity of judging of the standard of education that ought to prevail in a university college?—Yes; considerable opportunity.

8169. What is your judgment with reference to the Queen's College that you are attached to?—With regard to my own subjects, political economy or philosophy, I can form a very good comparison between the two; but not as regards classics or mathematics, or any other subject. I should say, comparing the Trinity College student in philosophy with the Queen's College student in philosophy, they would stand about on a par. In political economy I would be disposed to put the Queen's College man before the other, chiefly because he has better opportunities of studying it to profit. He gets very many more lectures, and has better opportunities of learning it. The prizes given in the subject encourage him more. Two Queen's College students carried the chair of political economy against the Trinity College students twice in succession—Professor Donnell and Professor Shaw—and Belfast men have frequently got studentships at the Inns of Court, London. I have a very high opinion of the capacity of our students for such studies as political economy or jurisprudence.

8170. Could you judge what their training was in the previous part of their course?—Not well, because men are pretty much on an equality when they begin in jurisprudence or political economy. Their culture in mathematics or classics does not count or tell much as regards progress. It has very little influence on their study of philosophy or any branch of philosophy, such as political economy or jurisprudence. Their progress in these studies depends chiefly upon native aptitude and intelligence—so far as my experience goes. Of course some previous training is pre-supposed. The previous discipline in logic is very important before they come to take up ethics or political economy. Add to that the power of writing good English. That is necessary. And, of course, the power of writing English will be acquired in the previous part of the course.

8171. Professor JACK.—It is only with regard to the power of writing English that you have a means of judging?—Chiefly; because the mathematical talent is not applicable by the philosophical student; but the power of writing English will be seen through all their answers.

8172. What sort of position do they take with regard to their power of writing English?—I remark that most of my students are apt to express themselves in good clear English, and in good style both as regards syntax and logic.

8173. Have you ever had difficulties of spelling?—I scarcely ever noticed a mis-spelled word. There may have been some; in important examination papers one is not regarding the spelling, still if they were frequent in any papers they would attract the eye.

8174. CHAIRMAN.—Is there anything you wish to add?—Nothing except this:—With regard to the examinations of the Royal University, to test students in political economy, I think that the examiner should be either a professor or a specialist in political economy. He need not necessarily be an Irishman. We might import a professor for the time being. I have been myself appointed in Owens College, Manchester, as an extern examiner for the present year.

8175. Dr. MAHAFFY.—Export and import?—Yes; and free trade.

8176. CHAIRMAN.—I hope you do not lay down a very high standard for the examiner in jurisprudence?—Not as yet.

8177. Do you mean that the examiner in political economy in the Royal is not a specialist?—Not by any means; I mean that the present examiners are professors in philosophy, and not in political economy.

8178. Professor JACK.—He is not an expert in political economy by his profession?—He may be an expert; but the presumption is that he is not as familiar with the questions, especially in their present aspects, as he who is continually thinking about them, and is constantly lecturing on them, and who has had time to add all the recent controversies and forms of controversies to his previous knowledge. I do not say that the present examiners are not good examiners; but on general principles it is a professor in the subject, chosen either from the Queen's Colleges or the Catholic University, who would naturally seem the most appropriate examiner. I think also that two papers instead of one should be given in order to make sure that the chance element will be more reduced. The chance element can be reduced to a minimum at these examinations, and I think that two papers given, one by each examiner, would be an improvement in this direction.

8179. Do you think the defects you speak of prevent students coming up to the examinations in any considerable extent?—Not so far; a large number of my students went up last year and perhaps nearly double will offer this year. Some of the candidates last year, I understood, made objections to the questions as not sufficiently exhaustive of the course. That was the principal thing they objected to.

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DUBLIN.
June 23, 1884.

Thomas Maguire, esq., LL.D., F.T.C.D.

THOMAS MAGUIRE, esq., LL.D., F.T.C.D., re-examined.

8180. Rev. Dr. MOLLOY.—I wanted to ask you if the programme of examination for matriculation in the medical faculty in your time was the same as the programme in the faculty of arts?—Precisely.

8181. The same programme for both faculties?—Precisely.

8182. CHAIRMAN.—Was I not right in saying that it was in the year 1880 you went to Trinity College?—Yes.

8183. And when did you go to the Queen's College?—In 1869; and I examined for matriculation in Galway after getting fellowship. That is the matriculation of 1880.

8184. Professor JACK.—So that a boy of 1874 would have passed under your hands?—Yes. I wish to state that on one occasion Professor Thompson and some other professor matriculated all the students. I was laid up with a very bad eye, and I was here in Dublin under medical care. In October of that year I was not present, and I was not present at the scholarships examinations, but I had the scholarship papers read over to me.

8185. In what year was that?—As far as I can recollect it was about 1872 or 1873.

8186. In other words you want to qualify the evidence that you had examined at all the matriculations?—That I had examined for all.

The Commission adjourned till next day.

June 24, 1884.

THIRTEENTH DAY—TUESDAY, JUNE 24TH, 1884.

AT THE COMMISSIONERS' OFFICE, CASTLE-STREET, DUBLIN.

Present—R. P. CARTON, Esq., Q.C., Chairman.

Rev. GERALD MOLLOY, D.D., F.R.U.I; GEORGE JOHNSTONE STONEY, Esq., M.A., D.Sc, F.R.S.; Professor WILLIAM JACK, LL.D.; and Deputy Surgeon-General JEFFERY A. MARSTON, M.D., with N. D. MURPHY, Junr., Esq., Secretary.

Rev. William Delany, S.J.

*Rev. WILLIAM DELANY, S.J., President of University College, Stephen's Green, examined.

8187. CHAIRMAN.—You are Rector of the University College, Stephen's Green?—President I call myself.

8188. You have been connected with education for a number of years in Ireland?—Over twenty years.

8189. State to the Commission exactly the opportunities you have had of becoming acquainted with the position of the education question in Ireland?—For eight years I taught in two schools—Clongowes Wood College, and Tullabeg College. I acted for three years subsequently as director of the studies at Tullabeg College, and afterwards for ten years was rector of the college, and director besides, at the same time. During the last five of these years the boys of what I would call my fifth and sixth forms were prepared for the London University. We sent every year some students to the London University. In 1879, on the establishment of the Intermediate Education Commission, and every year since, a large number of boys presented themselves at the Intermediate examinations from the school. For the first three years of the Intermediate system I acted as secretary to the committee of Catholic masters, and was thereby drawn into relations with the Commissioners and others who were engaged in dealing with the question of Intermediate education. For the last two years I have been head of a college in Dublin. For one year I was head of an inchoate college, in Temple-street, where we were beginning temporarily; and this year—from the beginning of November last—I have been President of University College.

8190. I may take it you have had abundant opportunities of ascertaining what was the standard of education in Ireland?—Certainly, in the intermediate schools, and as measuring them on one side with the London University, and on the other side with the Royal University, and occasionally with the Queen's Colleges.

8191. You are aware of the subjects we are to inquire into—the first being the standard of education maintained in the Queen's Colleges?—Certainly.

8192. Have you read the programme of the matriculation and the other examinations in the Queen's Colleges?—Yes.

8193. And you are familiar with the matriculation examination in the London University?—Certainly.

8194. And also with the matriculation examination in the Royal University?—Certainly.

8195. Are you able to form an opinion as to what is the standard of education in the Queen's Colleges?—I think it is very important to begin by drawing a distinction concerning the words "standard of education." The standard of education given and the standard of education received may often be totally different things: there may be a most satisfactory standard of education given, and no results obtained. The seed and the soil must both be good to have a good harvest. The Queen's Colleges have splendid buildings, perfect appliances, most distinguished and able Professors, but I have reason to believe with regard to two of the Queen's Colleges that the soil is not good: that a considerable proportion of the students they receive are too uneducated to profit adequately by the education given. This does not apply to Belfast College, of which I have nothing to say except in terms of praise. Therefore, I begin by saying with regard to the standard of education in the Queen's Colleges, I believe, the standard of education given to be excellent, but the standard realised by the students I believe to be unsatisfactory. With regard to a few they go out so as to do credit to their masters.

8196. What is the general conclusion you have arrived at, and kindly state the facts which have led you to such conclusion?—I shall begin by fixing the relation of an Irish school, with which I am perfectly familiar, to London University, and I am happy to know that at least one member of the Commission, from his familiarity with London University through Owens College, will be able to say to what extent my conclusions are justified by the premises. In 1876, as the Irish University question was still in a doubtful position, I began to send my boys to London University, from the fifth and sixth forms. The fifth form which we call "poetry," and the sixth form which we call "rhetoric" in our schools, correspond with the fifth and sixth forms of the public schools. The second class from the top in our schools I prepared for the matriculation of the London University. From St. Stanislaus' College, Tullabeg—it is generally printed St. Stanislaus, but is usually spoken of in Ireland as Tullabeg. It is well, however, to say St. Stanislaus, because in the London University calendar you might otherwise look in vain—it is there called St. Stanislaus' College, Tullamore.

8197. Rev. Dr. MOLLOY.—Tullabeg is Little Tulla, and Tullamore is Big Tulla?—Yes, Little Hill is the meaning of the name. I can give the results year after year. It was the rule to send all the boys in the class—the class of poetry—for matriculation; the class of the sixth form to the first B.A.

* See Appendix III. B., No. 50.

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8198. You are going to show the results?—I wish to show briefly the results actually obtained by an Irish school measured by a standard so well known as that of London University; then I propose to compare the school with the Queen's Colleges at the points where it came into contact with them. Thus, starting from what I may call the fixed point—the standard of London University, we can estimate the level reached by the school, and by the comparison between the school and the Queen's Colleges afforded by the Intermediate examinations, we can deduce the level of the scholarship and entrance examinations at the Queen's Colleges. Incidentally, the facts adduced will, I think, dispose of the charges made that there has been no good school teaching in Ireland. In the first year, 1876, six students went up from St. Stanislaus' College to London University. Two obtained high honours, three were placed in the first division, and one in the second. Two passed in that year who were in the sixth form, and there were no boys sent up for first B.A. In 1877 five were sent up for matriculation; two failed, three passed.

8199. Professor JACK.—First division?—Two, first division; one, second division. In the same year four boys went up to the first B.A. Three passed in the first division, and one failed. One of the three obtained first classical honours, another third mathematical honours.

8200. You mean by first classical honours at the top of the list?—Yes; second place in first honours; you know the value of that position.

8201. Yes?—He obtained second place in first honours. His name is J. P. Crowley. He subsequently passed for India Civil Service, but withdrew, and this year won a first class clerkship in the Treasury.

8202. That is the boy who obtained first classical honours?—He obtained second place in first classical honours. In the next year, 1878, eight pupils were sent up, and all passed.

8203. Eight for matriculation?—Yes; one obtained seventh place in honours, six were placed in the first division, and one in the second. That one in the second will be important later on, when we come to the point of contact with the Queen's Colleges, as connecting the Queen's Colleges with the London University, and also showing the relation of the school with the colleges. In the same year one of these boys passed the Indian Civil Service examination direct from our college, and another passed for Woolwich; another boy got first B.A. that year from the sixth form, being the only candidate to enter.

8204. Eight entered for matriculation, and all passed; one went in for first B.A., and passed?—Yes; one second B.A. entered and passed in the sixth form; he came back to my place another year, and went up for his degree; he did not go up for honours, being unwell.

8205. He is the man who got mathematical honours?—Yes; in 1879 six entered, and three passed, and were placed in the first division; there was another first university man who passed the second, and took his degree.

8206. That is another first B.A. who passed for second B.A., and took a degree?—Yes; in 1880 eight presented themselves, and eight passed; one of the eight obtained third place in honours, and the second university exhibition. Three presented themselves for first B.A., and all passed; one obtained first-class classical honours; one passed for the degree. In 1881 there were three candidates, and all passed.

8207. CHAIRMAN.—For matriculation?—Yes, two in the first division, and the other got first exhibition. In the same year one passed first B.A., and was bracketed equal for first place in first-class mathematical honours. He and another man were bracketed equal for consideration, but, on a subsequent examination, they gave it to the other man.

8208. It was a tie at first, and subsequently the other man got it?—Yes; they were bracketed equal, and the case was reserved for consideration, and the result of that consideration was that the other man—I think he was a Cambridge man—got in. In the same year one passed B.A. degree. That is the connexion with London, as showing the standard attained by a school year by year in all the course.

8209. Professor JACK.—During five years you sent forward a great many boys in the fifth and sixth forms?—All the boys.

8210. CHAIRMAN.—And in each year the men who went forward for matriculation were from the fifth form?—Yes, from the fifth form; "poetry" is what we call it, and the sixth we call "rhetoric," in the continental way.

8211. Are you able to work out what you call the point of contact between the London University and the school and the Queen's Colleges?—I established that there is a school in Ireland which satisfies, according to the standards of the best English schools, all requirements, and the results obtained show that. Shall I go on with a similar record of the Royal University?

8212. If you please?—From the same school in 1882—once the Royal University was established the school withdrew from London—in 1882 this school sent twenty-one boys to the matriculation examination of the Royal University. All passed.

8213. From the fifth form?—I cannot say they were all from the fifth form. I left the school, and at that time I was here in Dublin.

8214. Professor JACK.—The numbers would suggest that some were taken from the lower forms?—It would probably mean that two or three forms went up together, some holding back. Twenty-one presented themselves. All passed, several obtaining high distinctions—first place on the list, high honours in a great many cases, but these things will be easily seen by the calendar. Four obtained exhibitions, one a first-class exhibition, and one obtained afterwards a double scholarship. Mr. Dwyer, a pupil of that school obtained two scholarships in January, 1883, one in modern languages, and one in classics. In 1883 nineteen presented themselves. All passed. Some obtained honours.

8215. CHAIRMAN.—I think you might follow out this connexion. Of course you have been sending up students from the University College?—I have been only nine months there, and have not sent up any yet. I can give you the previous records of my pupils, but now I will deal with the point of contact between the colleges—the College of St. Stanislaus, and Cork and Galway Queen's Colleges.

8216. Professor JACK.—Is St. Stanislaus a Munster college?—No, but it receives a large number of boys from Munster, and some of its most distinguished pupils have been from Munster, as, for instance, Mr. Dwyer, who obtained a double scholarship, Mr. Croly, who obtained first-class honours in London, and a large number of other men.

8217. Is it situated near Dublin?—It is in the King's County.

8218. Rev. Dr. MOLLOY.—It is connected directly by railway with the South of Ireland?—Yes, with every place. We have a large number of Tipperary and Cork boys there, more than from anywhere else, except Dublin. The pupils there are from different parts of Ireland. Twenty-two counties were represented. I proceed now to show the relation of the school to the Queen's Colleges, and I shall deal chiefly with Cork College, as I have very little means of information regarding Galway College which publishes no Calendars. I have before me the prize list of 1879, and in it the names are printed according to the results in the Intermediate examinations for all the classes presenting themselves. That is one of the years in which some of the students went from the college to London.

8219. Professor JACK.—That was the first year of the Intermediate?—Yes. In that year I find there was placed in the middle grade, what would correspond with the fourth form, a boy, whose name I need not mention. In the year 1879 this boy was marked fifty-

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DUBLIN.
June 24, 1884.
Rev. William Delany, S.J.

second—that is, he obtained fifty-second place in the middle grade. In the school he was an undistinguished boy. He was eighth in his class.

8220. How do you count the classes?—As abroad. The sixth form is the highest.

8221. Then you are counting from the bottom up?—The English way. The sixth is the highest.

8222. Professor JACK.—The sixth means the highest, and fifth the next highest, and so on?—Yes. Well this pupil—the eighth in his class—obtained a scholarship in Cork.

8223. An entrance scholarship?—Yes.

8224. Was it a literary or a scientific scholarship?—A literary scholarship. His marks here on this list show very great inferiority to many boys of his own class in the school. For instance, he had 395 marks in Greek. Some of the other boys obtained 762, 777, 464, and 466. He had 404 marks in Latin. Other boys attained 710, 633, 643, 610. He had 409 in English. Others obtained 591, 584, 466, 514, 441, and so on. He was an undistinguished boy in a low class in the school, and he obtained a literary scholarship. Another boy is marked on that list He went to Cork the year after. Perhaps I had better reserve him for the next year.

8225. Professor JACK.—He had been in your school in 1879?—Yes.

8226. And is he on the list of the Intermediate?—He was in the school also in 1880, and I had better reserve him for 1880 to show the level from which he went. In the preceding year, 1878, eight boys had passed for London University. One of those, as I called attention to the fact, was passed in the second division. The boy who was in the second division went to Galway and obtained a scholarship there.

8227. That is the second division for matriculation?—In the second division for matriculation. He was a good, hard-working student. I am not, in any sense, finding any fault with him at all. I am sure they did the best they could, but it shows the comparison of the London standard, the school standard, and the Queen's College, Galway, standard. In school he was the last in his class; in London University he was in second division, and in Galway he was a scholar. He has distinguished himself since in Galway. He has had a good career in Galway. I mention it merely as one of the instances showing the relations of the school and the two Colleges. In the same year another student went to Galway and obtained an exhibition. His name does not occur on my list at all, and therefore, I presume, he must have failed at some of his examinations. He must have been a totally undistinguished boy at the school, because he is not put down.

8228. You know he was a pupil of yours?—He was, and he does not appear on my list. He was totally undistinguished at the school. He obtained an exhibition at Galway.

8229. CHAIRMAN.—And that direct from the school?—Going direct from the school.

8230. Professor JACK.—An exhibition is a sort of thing immediately below a scholarship?—Yes.

8231. Rev. Dr. MOLLOY.—When you say "undistinguished," do you mean simply that he did not get honours, though he may have been a good pass-man?—I mean he was not a pass-man. I do not find his name in any list. The pass-men ought to be here. He must have been a very inferior student, I think.

8232. Professor JACK.—How many are put out of your list?—At the Intermediate he seems to have failed altogether or not to have gone up. Out of seventy-five boys five failed.

8233. Dr. STONEY.—Was he a candidate at the Intermediate?—At the Intermediate? I think so, but I cannot say positively. I can simply state that he was an undistinguished student of the College.

8234. Rev. Dr. MOLLOY.—If he was in the judgment of the heads of the school fit to go up he would have gone up?—He would, certainly.

8235. And, if he did go up, he passed in nothing?—And even when they were not judged to be fit I required them to go.

8236. Does that mean that three failed in that year?—Yes, precisely, in this particular class.

8237. And all the boys went up?—I cannot say absolutely. It would not be fair to the boy; he may have been ill. I was surprised at the time that he obtained an exhibition.

8238. Professor JACK.—You mean he was an undistinguished student?—Yes; I was not surprised at the boy in the London University He was two classes higher in the school, and was hard-working and intelligent, and his low place was due, I think, to defective earlier training, for which he has since made up. In the year 1880, I have similar results in the Intermediate examination returns. The senior grade will represent a class lower than the fifth form.

8239. Was it the fourth?—I should not say the fourth. It would be like a lower fifth.

8240. Dr STONEY.—What does it represent in St. Stanislaus'?—In St. Stanislaus' it is the third class from the top, fifth from the lowest.

8241. It is one of your fourth-class forms?—I should call it a lower fifth. When I use "form," I use it as in the English schools. I understand it in the English sense, in which the sixth form is the top.

8242. CHAIRMAN.—My colleagues did not understand you when you said rhetoric or poetry?—No. From what I know of the English schools, the Intermediate senior grade would be about fifth form. In that class there were twelve candidates from St. Stanislaus'; all passed. I bring forward this class as showing a comparison of levels between this Intermediate school and the Queen's Colleges.

8243.* Dr. STONEY.—That is for the senior grade?—I begin with the senior grade. There are on the school list for that year two exhibitioners—one who was second and one who was ninth. There are two prize-men—the 17th and 30th, besides other prize-men—whilst the 47th that occurs is a scholar in Cork, with whose case you were dealing before. In the same year No. 102 in the same grade is a Cork exhibitioner who entered that year.

8244. CHAIRMAN.—I do not think we had that name?—He is 102nd in the senior grade of 1880, and he is found in the list of Cork exhibitioners of the same year. There were nine boys altogether before him in the school—the 2nd, 9th, 17th, 56th, 74th, and 93rd—this gentleman being 102nd.

8245. Professor JACK.—These were boys belonging to the school who were before him in the Intermediate?—In the Intermediate list in the same year

8246.* Dr. STONEY.—Was he a student of the school?—No. I am only showing the relative positions of the ordinary pupils of an Intermediate school compared with scholars of the Queen's College. He was an exhibitioner in science in the faculty of medicine. In the same year in the middle grade there is a Cork science scholar who had been a scholar from the year before, 1879. He is 319th. There are ten boys from the intermediate school before him, amongst them being the 2nd, 13th, 68th, 99th, 123rd, 128th, and so on. The 180th in the same grade won a scholarship in Galway.

8247. Rev. Dr. MOLLOY.—You mean men from one particular school?—From this particular intermediate school. I am comparing the Colleges with this particular intermediate school. There are from the school the 2nd, 13th, 68th, 95th, 123rd, 128th, and so on. But there is another instance, and one that I would attach more importance to, in the junior grade. In fact there are two, but one of them you have heard before; the second you may not, perhaps, have heard much about. They are both to be found on page 160. They are under the scholarships of 1880-81.

8248. Professor JACK.—And in the Intermediate?—In 1880, the summer of 1880, and they entered in

* QQ. 8243, 8246-51. See Appendix III. B, No. 50—Ia.

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that year in the Queen's College, Cork. Galvin is not a scholar, he is an exhibitioner.

8249. He is not a scholar, he is an exhibitioner?—He is an exhibitioner. He is 23rd junior grade exhibitioner, and he entered the Queen's College, Cork, as an exhibitioner. The other is 37th, and he entered the Queen's College, Cork, as a scholar. One of these boys was fourth in the school, that is to say there were three before him in the school. The other would have had six before him in the school. The reason I point out this case is that there is a serious element in it, namely, the injury done to a boy's education by his being induced to leave school prematurely by the facility of obtaining entrance exhibitions at Queen's Colleges.

8250. Who is this?—Number 23 of the junior grade, who was a senior exhibitioner in the Queen's College, Cork, in the same year. He was a boy of only fifteen years of age, but a very promising boy, who would have had, I think, a very distinguished educational career. I wrote to his father, saying what I thought of the boy, and recommending his being kept at school. Whether under the inducement of an exhibition at Cork, or otherwise, I do not know, but he entered the Queen's College, Cork. Had he remained at school I have no doubt that he would have been among the first exhibitioners of the middle grade, and, subsequently, of the senior grade. The result of his going then to Queen's College was, that when he went from that college to the Intermediate examinations in the following year, he obtained only 216th place in the Intermediate middle grade. He ought to have been amongst the first six, at least, from what I know of his capacity.

8251. The year before he was 23rd in the junior grade?—23rd, and exhibitioner, though he was only fifteen years of age.

8252.*CHAIRMAN.—Have you many more of these cases? Because what we did with Father Reffé, who gave a similar class of evidence to that which you have tried, was, we asked him to give it in a tabular form. If you have only two or three instances more we will take them from you?—I shall end with 1881, which is rather remarkable, and will make the case I want to show, but I shall furnish tables giving similar instances down to this year. My case is this—that the standard of the educational work of the Colleges is to be judged not, as I have explained, by the teaching that is given by the masters, but by the results realized by the pupils; and that would depend, not merely on the teaching of the masters, who are undoubtedly excellent, and teach with great zeal, but even more on the quality and fitness of the pupils; and, whatever the cause, I think it can be conclusively proved that the bulk of the students—there are some few exceptions—are unfit to receive profitably university education. This conclusion I think is demonstrated by the low level that suffices for scholarships, for the scholars are presumably the best of the Queen's College students; and from their low level we can deduce the much lower level of the mere passmen; but how low the level of passmen is I am about to prove now positively in another shape, and then negatively; positively by showing that a certain number of students were admitted of whom it is quite clear that they were totally unfit to begin their university education. I submit these seven names, of some of whom you have probably heard before.† *(Hands in a list of names.)*

8253.†CHAIRMAN.—I do not think we had any of these before?—The figures before their names represent the places these gentlemen obtained in the Intermediate examinations for 1881, and the names, as may be seen, are not simple ordinary names; they are compound names, and most of them are remarkable. They are all entered as from Cork schools in the Intermediate junior grade, and therefore necessarily under sixteen years of age, because they are not marked as over age, and they are in the ordinary list. You have already dealt with the place obtained by number 321, who was that year's scholar.

8254. Rev. Dr. MOLLOY.—What was his place in the aggregate of merit?—321st in the aggregate of merit.

8255. Of what grade?—Junior, and he entered the Queen's College, Cork, as a science scholar. In the intermediate school, with which I am comparing the Queen's College, Cork, he would have obtained the eleventh place in the junior grade class, that is in the third form of the school. There were ten before him in the Intermediate list that year, but those others generally are very much lower down.

8256. You are still speaking of the junior grade?—I am always speaking of the junior grade now in 1881. I am giving positive evidence to show that certain students in the list of 1881 in the junior grade, with remarkable names, from Cork schools, are found in that year in the College calendar of 1882-83 as entered in the College in 1881-82.

8257. The second is where?—413th; however, I do not attach much importance to him; but the next six are respectively—1,512, he is bracketed equal; 1,537; 1,601, C. A. S. are his initials; 1,838, W. H. P. are his initials; 2,073, E. H. H. are his initials; and 2,254, G. M. S.

8258. Professor JACK.—These are all from Cork schools?—Schools in Cork. They are every one of them found in the calendar for 1882-83 as being in the College during the session of 1881-82, and therefore they must have entered in 1881, the same year in which their names appeared in the list of the junior grade examinations. Of course the late calendar will not tell it. They are in alphabetical order in the calendar, and it is easy to verify them for the purpose of seeing what it means educationally. I have placed the names of these six gentlemen in their relative places on the list of the intermediate school with which I am comparing the College.

8259. CHAIRMAN.—That is, having regard to the numbers obtained by other students in the school?—Yes; I have put them in their places on the list, and I find they would not have been in the junior grade of the school.

8260. Rev. Dr. MOLLOY.—What do you mean by the junior grade of the school?—The junior grade that passed that year; those students that passed in the junior grade that year.

8261. CHAIRMAN.—Do you mean that they would have been lower down than the junior grade?—Lower down; they would have been in the class that was preparing to enter the junior grade class in the following year.

8262. Dr. STONEY.—They were not at the school?—No.

8263. CHAIRMAN.—Is that merely a conjecture?—No. I have a list of boys at the school, with the places they obtained and the marks they obtained. I have interpolated those gentlemen in the places they obtained, and I see they would have been amongst those not in the junior grade, but in the preparatory class, and in the preparatory class they would have been at the tail of it.

8264. Rev. Dr. MOLLOY.—You fix the position they would have occupied in Tullabeg by comparing their marks with the marks of the boys who went up from Tullabeg?—Quite so, and I do not compare them with the junior grade, because they would not bear comparison.

8265. That is perfectly intelligible?—There were therefore before them in the school, forty-two boys in the junior grade, before the first of them. The boys with whom they are placed on a level—the six—are marked in this book twelve years old, thirteen, thirteen, etc., mere children, and their marks corresponding with their ages; of course they are mere elementary marks. There is one of these six that I would call special attention to, because it touches also the question of the level for scholarship; one of those who was marked 1838, at the end of the year in the Queen's College, Cork, obtained an exhibition in engineering.

* See Appendix III. B., No. 50.

† QQ. 8252-70. See Appendix III B, No 50—Ib.

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DUBLIN. June 24, 1884.

Rev. William Delany, S.J.

8266. Professor JACK.—At the end of his year?—Yes, he obtained an exhibition in engineering. His marks at the beginning of the year in mathematics are exceedingly low.

8267. That is in the Intermediate examinations?—Yes, in the Intermediate examinations in the year before. I conclude, therefore, that there are sent to the Queen's College boys who were incapable of adequately profiting by the instruction that is given in the College.

8268. CHAIRMAN.—Do you think from what you know of the Intermediate examinations that either failure or success at the Intermediate examinations can be looked on as a fair test?—For the great bulk of the students, I think it is an exceedingly fair test—quite a fair test. There may be rare exceptions. Boys anywhere may not have justice done to them in papers set to boys by university men, who are not familiar with school work; but taken on the whole, the results correspond with what the masters themselves expected.

8269. In giving that answer, you have taken into account that the entire Intermediate examination is conducted by paper, and that none of it is *viva voce*?—Quite.

8270. And that does not affect the opinion you have given?—On the contrary it rather impresses it, because with boys the difference between a written examination and a *viva voce* examination, to my judgment at least, holds more especially in reference to those in the higher classes. In the lower classes I prefer a written examination, even for my domestic examinations, for the reason that younger boys usually get flurried; they do not do justice to themselves, or show what they know, therefore they require to be calm and to think for themselves to get this knowledge into shape. Their practice in school work is *viva voce* and is sufficient to train them in it. It may be objected to my arguments that although the students entered very unprepared, still under the excellent teaching they would meet in the Colleges, they might attain to good results, the teaching is so excellent. To that I reply, that the teaching power in the Colleges is in its quantity exceedingly limited. There are but two professors of classics. They have to teach Latin and Greek to all the men for three years, both pass and honours. They have therefore at least six regular classes each. The quantity of time they can give to each class, even if all the men are perfectly equal to the demands of the class itself, must be very limited indeed. It will be utterly impossible therefore, for such professors to prepare in the ordinary pass and honours courses every man qualified to enter, in addition to giving all the time necessary to teach the mere elements of education, to those who come in with such elements as those boys had. I would say as an educationist, that one of the greatest difficulties that we have to meet with in managing large schools, is so to arrange the teaching in the schools, that while it will stimulate the advanced boys, it will not be beyond the lower boys. And this holds, even still more with a university, because the distinction between honour and pass in a university is still greater. Therefore I say, if there are honourmen fitted for honours in a university college, it is quite impossible for two professors, no matter how zealous or how able, to teach the whole classical course to such honourmen and to the qualified pass men, and in addition, to lift up those students who go in so entirely unfitted for the work of the college. If those six students who entered the Queen's College, Cork, in 1881, were at an intermediate school, they would not have been allowed to enter the middle grade in the following year; they would have been quite unequal to it; they would have been kept in the junior grade in the following year, and in the junior grade they would probably have turned out more pass men.

8271. Then do I take it, that, in your judgment, a boy in the junior or middle grade is unfit to commence his university career?—I would not say that a clever boy, an exhibitioner in the junior grade, could not follow with profit the teaching of a university professor, still less an exhibitioner in the middle grade, but the general result on his education would be that he would be spoiled—a two year old running against a three or four year old.

8272. Rev. Dr. MOLLOY.—I understood you to say, with regard to the six students to whom you have referred, that if they had been at Tullabeg, instead of Queen's College, Cork, they would have been obliged to read another year, preparing to go up again for the junior grade examination?—Most certainly, their position shows that. That is the positive evidence which I give. I come now to the evidence which I would call negative. In connexion with the question of university education, and of the Intermediate examinations in Ireland, I have made a study of the subsequent history of the distinguished students at the Intermediate examinations. The Intermediate system had been much criticized, and as I believe unjustly. I wished to see, therefore, what was the result on their subsequent university career of such training as the Intermediate students had received. Approaching the subject without any bias, and taking a great deal of pains to ascertain how many of them went into the universities, where they went, in what years, and with what success, some singular facts came out. In the five years, from 1879 to 1883, I have taken a note of all who proceeded to universities after they had passed the senior grade of the Intermediate examinations. A large proportion of the senior grade students have entered Trinity College, Dublin. There are 1,237, as far as I can make out, who have altogether passed in the five years in the senior grade.

8273. Into Trinity College?—No; who have passed the Intermediate examination. I have classified them as exhibitioners, prizemen, and passmen. I have made out in the same divisions the numbers who have gone to the various universities and university colleges. I may premise that I have not adequate means of ascertaining all who went to Belfast Queen's College, because I had only one calendar, I could not procure this year's calendar. The record of Belfast has been very creditable. I should have been very glad to have this year's calendar to show how creditable, but, even as it is, from the figures I have, there is a creditable record for Belfast, that is to say, a very fair proportion of senior grade students, and a very fair proportion of distinguished senior grade students, have entered Belfast College.

8274. CHAIRMAN.—What calendar do you want for Belfast?—The fact is I wrote to Belfast for this year's calendar. They would not give it to my bookseller. I found on last year's calendar that Belfast had a very creditable proportion, and I might probably have furthermore to say in its favour if I had the later calendar.

8275.* Rev. Dr. MOLLOY.—You say that a large proportion entered Trinity College, Dublin?—Yes, 219 out of 566 I have made out. As far as I have ascertained 566 have entered universities or university colleges.†

8276. How many entered Trinity College, Dublin?—219 of those have entered Trinity College, Dublin.

8277. How many entered Queen's College, Belfast?—Queen's College, Belfast, fifty-nine at all events, eight of whom were exhibitioners. I am dealing with the senior grade men, twenty-one were prize men and thirty pass men.

8278. How many entered Queen's College, Galway?—I could not find any materials for making a decision about Galway. I could find no calendars of any kind about Galway.

* Q. 8275–8290. See Appendix III. B., No. 50—IIa. and IIb

† The over age students of 1880 and 1881 were not included in the above numbers; the names of these students were printed separately in the Intermediate returns for 1880 and 1881, and hence were overlooked in making up the above numbers. These students are included in the tables, and therefore the numbers there given are higher than those given above.—W. D.

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8279. What have you found with regard to the number who entered Queen's College, Cork?—I have the calendars of Queen's College, Cork, for 1881, 1882, 1883, and 1884.

8280. What numbers have you found?—One senior grade exhibitioner, thirteen prizemen, and fifteen passmen.

8281. What is the total number?—Twenty-nine. Out of sixty-five senior grade exhibitioners but one is found in the list of the Cork men.

8282. Professor JACK.—What calendars do you find wanting with regard to Belfast?—I have got only one of Belfast. It was one of last year's; and, therefore, it might not have contained some men who entered in 1879. I probably did ascertain as far as the calendar gave me information. Of course I do not guarantee it to a unit or anything like that; but in order to secure as accurate information as I could on the subject I threw the names into alphabetical order, and having them in alphabetical order, I compared them with the alphabetical lists of the Queen's Colleges, of the Royal University, and of Trinity College.

8283. What has become of the rest?—Nine entered both the Dublin University and the Royal University.

8284. One of the students who entered Queen's College, Belfast, entered the Royal University also?—I could not make out the whole of them on the Royal University list, but it is very hard to say that a man is not in the Royal University.

8285. Can you say how many of the Queen's College men entered the Royal University?—238, including nine who entered both Dublin University and the Royal University.

8286. CHAIRMAN.—That does not make the 566?—No. Of course there are some others—there are the twenty-nine from Cork—there are two from Galway.

8287. How many in Galway?—There are more, of course. I am sure there must have been more, but I have only traced two. I had no data of comparison, I could not get a list of Galway students. At least 560 have entered University Colleges. But another important point comes out, that they pass from the senior grade after a year into Trinity College, Dublin, and also into the Royal University.

8288. Do you mean excluding or including the Queen's Colleges?—I shall deal with them later; at present I am dealing with the distinguished candidates who have entered Trinity College. I find that a very large proportion of them waited for a year after they had completed the senior grade course. A small number only have entered directly from the middle grade, and only one of these obtained an entrance exhibition. As a rule, in order to obtain exhibitions in Trinity College, Dublin, they found it necessary to remain a year preparing after they had passed the senior grade. I have made out a list of all the exhibitioners, scholars, and sizars of Trinity College for the last five years, and it comes out that, for the last three years especially, every one of the students who obtained these entrance distinctions and prizes have passed in the Intermediate examinations. We are, therefore, able to see from what level they entered Trinity College, and obtained these places, and as nearly all those who obtained exhibitions at the Royal University have done the same, and many of those who entered the Queen's College, Belfast, we have some data for comparison between these Colleges, and also with the other Queen's Colleges. I see that in Belfast very many are senior grades, some distinguished, and nearly all prepared a year.

8289. Before they entered Queen's College, Belfast?—I mean before they obtained the entrance scholarship in Queen's College, Belfast. The same thing does not happen in the other Queen's Colleges. The same thing is not seen in the Cork and Galway Colleges; there are several middle grade students and some junior grade who have obtained entrance scholarships in those two Colleges in the years in which they were respectively in the middle and the junior grades.* On comparing the relative standard of exhibitioners one with another it may, perhaps, interest the Commission to summarise the comparison in a few words. I see that the £24 exhibitions of the Royal University were all won by senior grade Intermediate exhibitioners whose positions averaged 12 in the first year, 2·5 in the second year, in which there was only a very small number of £24 exhibitions given and exceedingly severe competition, and 15·4 in the third year. That was the average position of the successful candidates in the senior grade, and in the great bulk of the cases they had taken an additional year after the senior grade.

8290. Those figures compare very favourably with the other grades or even with the Dublin University?—Yes† I proceed now to another standard. It may be said that perhaps in Ireland where the boys belong to families that are not wealthy, that probably many distinguished students leave school before they reach the senior grade and enter one of the Queen's Colleges. I have therefore taken a list of the Intermediate exhibitioners who represent the cream of the educated youth of the country. Some care was necessary to avoid repeating the same names because of course the junior grade exhibitioners of one year are as a rule the middle grade exhibitioners of the next year and the senior grade exhibitioners of another year.

8291. Professor JACK.—And very often the same boys?—That is what commonly happens. I could ascertain that 392 different persons obtained exhibitions.

8292. In all the grades?—392 in all the grades.

8293. Rev. Dr. MOLLOY.—Exhibitions?—At the Intermediate examinations.

8294. Professor JACK.—During the five years?—During the five years. I have not added the junior grade of 1882 nor the middle, nor the junior grade of 1883, because I found that there was no trace of these boys going to the universities. There is a prohibition for a boy to present himself as a university student. The exhibitioners do not go to University Colleges from the junior and middle grades immediately, as it would entail loss of their exhibitions.

8295.†Do they go to the colleges?—They are in the colleges in large numbers. Having gone into their history I find that twenty-seven of these are marked as having subsequently entered Belfast Queen's College, seventy-one as having entered Trinity College, Dublin. 224 is the total out of 392 who have entered into university colleges; seventy-one of these have entered Trinity College, Dublin, twenty-seven have entered the Queen's College, Belfast, ten have entered the Queen's College, Cork. I know but one in Queen's College, Galway, but I cannot state positively; probably there is more than one. As I say I have had no data. 108 have entered the Royal University outside the Queen's Colleges, and seven entered Dublin University and the Royal University. Therefore I conclude from these two facts, from the absence from the Queen's College of any considerable numbers of the senior grade students who have completed their school education, and from the presence only in very small numbers indeed of the Intermediate exhibitioners who represent the cream of the educated youth of the country, that the gentleman who spoke in Cork of the inadequacy of the schools in Ireland, had insufficient materials before him to judge from, and that he judged from the level of the pupils with whom he was familiar. I wish now to point out to the Commissioners that the objections that have been raised to the level of the scholarships and the level of entrance examinations in the Queen's Colleges are not merely abstract objections on high educational grounds, but they are objections which derive their strength mainly from an increasing sense of grievance on the part of the educated youth of the country.

8296. Professor JACK.—As regards grievance it is

* See Appendix III. B., No. 50—IV.

† See Appendix III. B., No. 50—III.

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DUBLIN. June 24, 1884.

Rev. William Delany, S.J.

not a line of observation that we can go into?—I speak solely with regard to the comparative level of examinations.

8297. CHAIRMAN.—We always get alarmed when we hear that word grievance?—It is solely with regard to the level. There are two systems of public examination conducted by independent State boards, one before entrance into university colleges by the Intermediate Education Commissioners, another subsequently by the Royal University. The students pit themselves against one another before both those tribunals.

8298. Professor JACK.—Independent of grievance?—Yes. Quite equal, and therefore they know one another's strength, and we have the result, that there are many boys in those printed lists who obtained very high places at the Intermediate examinations and who obtained very high places at the Royal University and who have no college scholarships or exhibitions, whilst they see their beaten competitors in enjoyment of them.*

8299. *That is strict evidence?—I am at the present moment charged with the direction of a large university college which has some public advantages over many other colleges in the country and therefore I am not in a position to put this in the strongest way, but still even in my position this fact comes out. There are at the present moment entered on the list of University College ninety-eight matriculated students of the Royal University.

8300. Rev. Dr. MOLLOY.—In arts?—In arts—three of the third year, twenty-three of the second year, and seventy-two of the first year. Of these a certain number are studying biology only, under my direction. They are studying the arts elsewhere.

8301. Professor JACK.—Have you any students who are not matriculated students of the Royal University?—I have sixty-five who are not as yet matriculated students in the Royal University; ninety-eight were matriculated.

8302. Rev. Dr. MOLLOY.—I suppose the presumption is that students reading biology are medical students?—Medical students.

8303. And getting their arts course somewhere else?—Or have done last year their first arts, and are doing this year their first medicine.

8304. Can you give approximately the number of students whom you would regard as exclusively arts students; or have you any means of knowing?—I may within a few only.

8305. Roughly?—I think eighty, at least, inclusive.

8306. Professor JACK.—About eighty of the ninety-eight are exclusively arts students?—Or, perhaps, a little lower.

8307. Rev. Dr. MOLLOY.—There would be always a certain number you cannot very well place?—Many students are pursuing arts with me who may possibly be pursuing medicine elsewhere. Those pursuing arts in the College I cannot say are pursuing arts alone. I know they are at arts, and should say that over seventy are doing arts alone.

8308. Professor JACK.—About 75 per cent. would represent it?—About that. Of these students there are two who obtained three scholarships, one winning two, fifteen obtained exhibitions, fifteen obtained first honours, and thirty-nine second honours, making a total of fifty-four honours.

8309. Do those who obtained exhibitions also appear as first honour men?—Of course, they are the men, as a rule, who obtain the exhibitions. Of these, fifteen, at least, if not more, were distinguished Intermediate Education exhibitioners, seven of them being senior grade exhibitioners, two of them first on the list, three middle grade exhibitioners in high places.

8310. CHAIRMAN.—If it does not interrupt you, I would be glad to know is there not a school of medicine in Cecilia-street?—Yes.

8311. Is that connected with the university college?—It is connected, but not under my authority. I believe that the students who study medicine and at the same time arts in University College attend medical lectures in Cecilia-street, but not exclusively.

8312. Are you able to give us information as to the fact of the Royal University requiring medical students to pass the first year's examination in arts?—Yes, there is a large proportion of medical students whose school education has been very imperfect. As a rule, many of these have been frightened away from the Royal University, thinking it much easier to obtain a licence from the medical bodies; but there are yet a considerable proportion who are pursuing their course in the Royal University. Several have spoken to me about it, even parents from the country, who have come to arrange with me about the education of their sons, and have shown a great appreciation of the value of a university degree, as distinguished from the qualification of a licensing body.

8313. Then we may take it that the majority of the students are taking their degrees in the Royal University?—I could not say about that. One of the most distinguished students we have is a medical student, at the same time a scholar and a medical student of our College.

8314. Rev. Dr. MOLLOY.—You say they went away from the Royal University. Perhaps it would be more correct to say they never came to it?—Yes.

8315. The medical school of the Catholic University has been always in the habit of sending up its students to the licensing bodies?—Yes. There is a point on which evidence has been given of some importance concerning the students in the Royal University, and as I do not quite see my way to agree with what has been said, I want to make it clear to what extent I differ from it. It has been given in evidence that the standard of the Royal University might advantageously be raised—that it is hardly sufficient as it is at present.

8316. Professor JACK.—That is the matriculation standard?—Yes. Here there is a great danger of confusion. As I said about the education given and received, there is a great danger of confusion about the word "standard." The word standard has been applied sometimes merely to the programme; whereas it ought to be taken to include both the programme and the level on which the examiners base their decisions. With regard to the programme of the Royal University, so far is it from being insufficient, that I regard it as distinctly excessive, and especially in Greek, where I regard it as being quite beyond the powers of ordinary students, and almost of distinguished students.

8317. Dr. STONEY.—Are you speaking of the matriculation programme?—Yes. One thing, therefore, is the programme; another is the standard. There may be a very large and wide programme, and yet there may be a low standard. The London University's is a small programme, and yet its standard is high, because the small programme must be thoroughly well known, and there is a good percentage insisted on in all the subjects.

8318. Professor JACK.—There is no compensation in the London University?—Very rarely. If a man has barely failed in one of the subjects, the examiners take his case into consideration before they reject him, and if he happens to be strong in the other subjects and that it was not a disgraceful failure, they would let him pass through in the second division.

8319. I understand you regard the matriculation programme of the Royal University as excessive in some points?—May I call attention to the fact. I shall specify it at once.

8320. Certainly?—The London University require in Greek one book of the Anabasis of Xenophon. A man may get the highest honours presenting himself in that book. Now, the mere pass of the Royal University in Greek requires two books of the "Iliad," and two books of the "Cyropædia," the "Cyropædia" being very much harder than the "Anabasis" of Xenophon. There you have two books of the "Cyropædia"

* See Appendix III. B., No. 50—IV.

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along with two books of the "Iliad" as against one book of the Anabasis. In honours for the same examination there are the "Bacchæ" and "Ion" of Euripides, and Books III. and IV. of the "Hellenica" of Xenophon in addition, which makes an exceedingly serious programme for an examination in which all the subjects are compulsory. All the subjects are stated in the Royal University to be compulsory.

8321. That is there are no compensations?—No compensations, and those who are distinguished classical scholars are required to prepare physics and mathematics, and other subjects too.

8322. Rev. Dr. MOLLOY.—Do you say that the principle of compensation is not allowed in the Royal University?—I mean as far as the public programme.

8323. You do not say that compensation is not allowed in point of fact?—I am speaking solely as to the printed programme now.

8324. There is no statement in it that a student can have the benefit of compensation—that is all you mean to say?—No; but that it is stated that he is required to satisfy the examiners in all the subjects.

8325. Professor JACK.—That is, it is stated in the published calendar that there are no compensations?—No; but it is clearly stated that a student must pass in all the five subjects. Therefore, he is not allowed to say, I shall get my examinations in three or four subjects, even if I fall short in one or two others, but "the following are the subjects of examination." Of course as these are the words one can interpret them for oneself.

8326. Rev. Dr. MOLLOY.—Show me where it is stated that the student must pass in every subject?—"Candidates at this examination will be required to answer"—page 31 of the Calendar for 1884 at the top of the page—"Candidates at this examination will be required to answer in the following subjects," and then five subjects are mentioned, Latin with "one of the following modern languages," and English language, elementary mathematics, experimental physics. "Required to answer" will convey to the masters and pupils that unless they satisfy the examiners in all these they are liable to be rejected.

8327. Professor JACK.—It may or may not convey the impression correctly; you do not know about it?—No. I made these observations about the programme because I feared that the Senate of the Royal University might conclude from some evidence given to the Commission that men practically engaged in education think the programme an insufficient one, and that they must raise the standard by widening the programme, which, I think, would be a very great mistake. Compare it in mathematics with the London University matriculation programme, which is supposed to insist on a large amount of mathematical knowledge, and yet at the examination for honours in the London University there are only four books of Euclid required, the first, second, third, and fourth, and on that a man may get the highest honours and first place.

8328. In fact there is no different programme for pass and honours?—No different programme. On the contrary in the Royal University there are required the four books of Euclid and the sixth book, the binomial theorem, and trigonometry, to the solution of plane triangles, inclusive.

8329. Are these the honour?—The pass and honours. The honours examinations in the Royal University include the matter for pass.

8330. Of course with regard to the pass the percentage would be different?—Yes; but with regard to both Latin and Greek the pass is considerably harder than the whole amount in Latin and Greek on which honours can be obtained at London. Having said this much, however, about the mere programme, I am quite prepared to admit that the actual standard of the matriculation examination has been rather low, and, I think, the reason of that is, as far as I can judge, because the amount of matter has been so large that the students could not prepare the whole of it, and the examiner is easy. That is one of the reasons. There may be others. I am not in the council chamber of the Royal University in any shape or sense, but, I think, the examiners have examined easily, and that the students have been allowed to pass easily.

8331. Rev. Dr. MOLLOY.—Do you know, as a matter of fact, whether it is the examiners who award the pass at matriculation?—From hearsay. I have heard that it has been subsequently revised by the Standing Committee of the Royal University. I have heard that the results do not depend on the mere report of the examiners. That has been stated, and I have reason to believe that there may be some accuracy in it.

8332. When you stated that the examiners examined easily you had no evidence of that?—Except the final results, and from what I know of the students who passed, they were let down easily.

8333. You do not know that the examiners let them down easily?—Somebody did.

8334. Professor JACK.—They came out as if let down easily?—Yes, although the mere programme is rather too severe.

8335. Rev. Dr. MOLLOY.—In the year 1882, twenty-one students went up for matriculation to the Royal University, from Tullabeg, and all passed; in 1883 nineteen went up, and all passed?—I am not able to say that from my own knowledge. I gave the figures for three years.

8336. When you sent up students for matriculation to the London University, I think I heard of some rejections?—Yes.

8337. But there were none rejected at the Royal University?—In that instance, no.

8338. That is, all who went up from this school in 1882 and 1883 passed?—It is quite conclusive that the same men would not have passed the London University in the same proportion.

8339. We have a return from the Royal University, of the total number that went up for matriculation in 1882: 548 went up, and 490 passed, which I make out to be 89 and a fraction per cent. In 1883, 717 went up, and 606 passed, which I make out to be 84 per cent. Is not the proportion of those that passed, to those that were examined, much greater than in the London University?—Yes, it proves quite conclusively that the examiners have been lenient.

8340. How does it prove that the examiners have been lenient?—I mean somebody.

8341. You have no evidence that the examiners have been lenient?—None.

8342. It appears that somebody has been lenient?—Somebody has been lenient. The percentage is very large, indeed, compared with the percentage in the London University.

8343. Professor JACK.—In London it would be between fifty and sixty?—Yes, and sometimes under fifty. In one case it was forty-nine per cent.

8344. With regard to the programme of the London University, I dare say you are familiar with the number of subjects in which candidates are examined on matriculation?—It is almost identical with the Royal University. They are allowed to put in Greek or an alternative modern language, just as they are in the Royal University. Latin is obligatory, so is mathematics, so are a modern language, English and physics.

8345. They confine them to five subjects?—There are six at London.

8346. Greek or French they may choose?—Yes; but no doubt those who do not take Greek must substitute German with French.

8347. They have not a polyglott subject, quite as polyglott as the Royal University?—Yes.

8348. French, German, and Sanscrit?—Yes, they have introduced that lately.

8349. With regard to the programme, one of the witnesses examined yesterday, corrected a statement which had been made in evidence on Saturday about the programme; he called attention to the passage on page 29, that in all examinations which included translations, it was understood that passages

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DUBLIN. *June 24, 1884.*

Rev. William Delany, S.J.

may be set for translation from other unspecified works of a cognate kind. Is that done regularly do you know?—I think it is done.

8350. In matriculation examinations and so on?—Yes, I think so.

8351. It would be difficult to ascertain without an intimate knowledge of the examiner, what importance would be attached to this?—I think the Royal University has gone into the detail of the marks, and the division of the subjects. I have been told so.

8352. I dare say Dr. Molloy can tell how this is with regard to the passage?—I think the examiners in classics attach very great importance to it.

8353. But it is not stated in the calendar?—There is no explicit instruction given, nor are the marks divided as they are in the Intermediate, but the marks are left to the examiners to decide. The marks will be decided according to their judgment, there is no general instruction given.

8354. CHAIRMAN.—Have you finished, Father Delany?—There is one observation with regard to the system of classification at University College. It is based simply on the examinations of the Royal University. A man enters into the first university class, not on our matriculation, but on the matriculation of the Royal University. He enters the second university class similarly, that is, the classification depends on the Royal University examinations, although we have our sessional and other examinations to encourage the students and stimulate them.

8355. Professor JACK.—With regard to the students who have not matriculated are they in a preparatory class?—Yes.

8356. You are preparing them for matriculation?—Yes. We are in the first year merely of our existence. I may perhaps take occasion here to refer to another important subject already brought under the notice of the Commission, and one which directly affects University College. Exception has been taken on more than one occasion, and yesterday repeated, to what appears and what to some extent is objectionable if it could be avoided, that is, to the fact that the competition of the Royal University is, unequal, as there are examiners examining their own students competing against students who belong to colleges where there are no Fellows or examiners; and this seems to give an undue advantage to students of colleges from which examiners are taken. I am quite prepared to admit that this is an inconvenience, but I wish to make the observation in the first place that it is practically inevitable to a large extent, and secondly that the actual evil which is felt may be minimised. In the first place I say it is inevitable. I do not know any university except perhaps the Scotch universities, where the college and the university are one and the same thing, in which the identical system does not exist. The London University has to my knowledge the confidence of the schools, and there are hundreds of schools whose pupils are examined by the London University examiners, and this identical state of things exists in the London University. I have known in the London University pupils to be examined by their own teachers.

8357. The University and King's College Professors?—Precisely; and from Owens College, Manchester. It happens that this very question was debated only three weeks ago in Oxford. I find in the *Times* of June 5th, that on June the 4th, there was a discussion in congregation on the proposition—

"To modify the restriction established in the year 1800, when the present system of examination had its commencement—namely, that two members of the same college shall not be examiners at the same time in the same school."

There are twenty-five colleges and halls in Oxford, and about the same number at Cambridge. In classics there is a Board of six examiners, and in mathematics six; therefore even according to this old restriction only six colleges could be represented, and yet the whole twenty-five colleges should send their pupils to compete before a Board in which only six colleges were represented. To have public confidence and to remove the apparent objectionableness to this scheme a rule was made that there should not be more than one examiner from the same college in the same subject:—

"This provision Professor Holland represented was now an anachronism. The revival of professorial teaching and the inter-collegiate lecturing, had essentially modified the old state of things when the collegiate system of tuition was intact. The Warden of All Souls took the same view. Mr. George pointed out the numerous absurdities resulting from the present restriction or proposed amendments on it. Mr. Daniel remarked that the whole discussion illustrated the difficulties arising from the refusal to recognize that the old collegiate system of tuition had been superseded by the new order of things. Professor Dicey urged that the real difficulty in life was to get competent persons, and he objected to whatever restrictions made this more difficult. The Principal of St. Edmund's, Hall on the other hand, denied that the college feeling was obsolete, or if it were obsolete that candidates or the world in general would think it so; and held that the change would diminish confidence in the fairness of the examinations."

I read this as showing that the system is not one existing here alone, and that in Oxford the consultation of educationists, far from bringing anything to prevent it, would rather abolish this old provision which was intended to diminish the inequality that has been objected to. I would also note, what may perhaps be overlooked that on the Board of Examiners in the Royal University, exactly corresponding with what happens in Oxford and in Cambridge, four colleges, that is the three Queen's Colleges and University College, are represented. Therefore any one college has nothing like a monopoly in setting the papers. It is the interest of three out of the four to prevent the fourth man's paper from being an unfair or peculiar paper, and his paper has to be submitted to their criticism; and therefore if the rule which exists in the Royal University be carried out, that the papers be the joint production of the whole Board of Examiners in each subject, the inconvenience would be minimised and as a matter of fact I think it is. I may add, the results of the examinations seem to prove it is the case, because as a matter of fact I find that the scholars and exhibitioners are in large proportion not from the university colleges. They are from Maynooth and from the French College, Blackrock, and from other colleges. There is nothing like a monopoly obtained by the colleges which have examiners on the Board. I admit that there is an apparent inequality, which it would be well to eliminate if it could be done, but as the men acquainted with education, and the only men competent to examine, are men engaged in teaching work, and inasmuch as the Royal University is open to English students and to any man who chooses to present himself, if we were to eliminate teachers, we should have to eliminate all the teachers of the United Kingdom, and have outside persons to examine. I do not think that such a state of things is desirable. I admit the apparent inequality, but I state these facts to show that there is a possibility of the objections being exaggerated.

James Johnston Shaw, esq.

JAMES JOHNSTON SHAW, LL.D., *honoris causa*, Q.U.I., examined.

8358. CHAIRMAN.—We all know you are a practising barrister?—Yes.

8359. You were a student of the Queen's College, Belfast?—I was. I entered Queen's College, Belfast, in 1861.

8360. When did you graduate?—I graduated in the Queen's University in 1865.

8361. Did you get an entrance scholarship?—I did.

8362. In science or literature?—In literature.

8363. Did you get a scholarship at the beginning of your second year?—Yes.

8364. Did you get a senior scholarship?—Yes, and the Peel prize in classics, and I graduated with honours.

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I have had very considerable experience in educational work since, as Professor of Metaphysics and Ethics in Magee College, Derry, from 1869 to 1877. I was Professor of Political Economy in the University of Dublin, from 1877 up to 1882. I was an examiner in the Queen's University in Ireland, in political economy and jurisprudence for three years, and I have been an examiner under the Intermediate Education Board for four years; this year being the fourth year. The first thing I want to say a word about is the subject of the matriculation examination in the Queen's Colleges.

8365. Do you speak of Belfast?—My own personal experience is confined to Belfast, but as a university student during my college course I was brought into contact with students from Galway and Cork, and I knew something about the standard of education in Galway and Cork as well as Belfast.

8366. You are speaking of the matriculation examination?—Yes, as it was in my time in Belfast, and as I have very reason to believe it continues to be still. I would say from my experience as a student and from my experience as a teacher since, there is no ground, whatever, for saying the matriculation examination in any of the Queen's Colleges is too low.

8367. Rev. Dr. MOLLOY.—What is your experience of the matriculation examination of Cork and Galway?—I have never passed the matriculation in Cork or Galway.

8368. Have you examined?—Nor examined either.

8369. CHAIRMAN.—Be good enough to confine yourself to what you know personally?—I will confine myself to what I know myself.

8370. Dr. STONEY.—Have you not examined candidates who had matriculated at Cork and Galway and met them in competition?—Certainly. I have not examined in all the courses, but I have been a competing student with the students who have entered in Cork and Galway at the university examinations, and of course I know the comparative results. In the first place I think, that as to this matriculation examination, there is a point that the Commissioners ought to bear in mind, and that is that the matriculation examination in a teaching college is an entirely different thing from a matriculation in such a body as either the London or the Royal University which are merely examining bodies. The object of a matriculation examination in a teaching college is not so much to ascertain the exact definite amount of a man's knowledge, as to ascertain his capacity for benefiting by the course of instruction in the college. A man is coming to them to be taught, and what they want to know is, have they got material to teach—have they got a man that they can make a good scholar out of. Of course an examining board like the London or the Royal University cannot take that view, because they have nothing to do with the teaching of the man. All they have to do with is, to deal with ascertained results, for that reason the matriculation at the London University is an entirely different thing from the matriculation at any college or university in the three kingdoms. There is no such thing as the examination which is imposed on the students entering the London University, in any university in the three kingdoms which is a teaching body. I think you may take that as a general principle.

8371. Rev. Dr. MOLLOY.—Are you comparing the Queen's Colleges with other universities, or with other colleges?—With other colleges.

8372. Do you say there is no matriculation examination at any university college in the kingdom, except the Queen's Colleges?—I say there is no matriculation examination, such as you have in the London University.

8373. What do you mean by such as you have in the London University?—There is no such test imposed in any college, in the Three Kingdoms, as in the London University.

8374. The test is not so high?—Not so high.

8375. Are you sure of that?—In Glasgow there is no matriculation examination at all.

8376. You state that there is no university college in the kingdom that has so high a test as the University of London, do you know that of your own knowledge?—I have not a personal knowledge of all the universities in the kingdom.

8377. You have committed yourself to a universal proposition?—Yes.

8378. Do you know the examination for matriculation at Trinity College, Cambridge?—I do not know that particular examination.

8379. Therefore, when you state that there is no university college in the kingdom, that has so high a standard as the London University, and the Royal University, you had not before you Trinity College, Cambridge?—Certainly.

8380. Then as a universal proposition your statement cannot stand?—And the same point applies to a comparison between the matriculation in the colleges, and the Intermediate examinations; because the Intermediate examinations are designed simply to test results; they are not designed to test a man's capacity for future training, which the examiners have to give him, but simply to ascertain results, and nothing more; and, of course, the examiners cannot take the same view of a man that a teaching college does. Another point I wish to speak of in regard to that is this—the matriculation examination in the Queen's Colleges is entirely and exclusively a *pass* examination; there are no honours given in connexion with that examination at all. I think that has a considerable bearing upon an objection that was made to the standard of examination, as compared with the Intermediate course, and with the course in the Royal University. It is said that unprepared Latin is not required at the matriculation examination. I think it would be simply absurd that the matriculation examination in the colleges should require that test, because it is strictly an honour test, and is recognized as such in the Intermediate course; and in the Royal University honours are given at the matriculation examination, therefore, it is necessary to have some test which will separate the honour men from the pass men. Under the circumstances, of course, it is only fair that unprepared Latin or unprepared Greek should be given, for the simple reason, that that is decidedly the best honour test that can be applied in classics. It would be absurd to require that every man who comes to enter in the Queen's College, Belfast, or the Queen's College, Cork, should be expected not only to know the books prescribed, but to translate a piece of unprepared Latin. That is a test that would not be applied in any college of the same character. A very large number of students entered the year that I entered at Belfast. About ninety entered in the arts course in that year. Now, if I were asked whether the effect of raising the matriculation standard of the Queen's College, Belfast (say to the standard that has been suggested here by some of the answers), would be to increase the educational efficiency of the colleges, I would say decidedly no, and for this reason. No doubt, if you had an ideal system, and if you could choose your men, it would be highly important that every man that was brought to the college should be a very highly trained student, but the colleges have to deal with the material they get—the material as they find it, and from what I know of the students who come to the colleges, the only effect of raising the standard, and of making the standard as severe at matriculation as at the London University, would be to drive away the students elsewhere, to other colleges, say to Galway, where there is no matriculation, or to colleges where the standard would be lower. Another point which I can speak about very strongly from my own knowledge of the men in the same class with myself, is this. At Belfast, I do not know if the same thing applies to Galway and Cork, but at Belfast in my time, and I have no reason to believe there is any difference since, a very considerable proportion of the very best students in the college were men who came to college rather advanced in life, who had been in business, and having a taste for literature, or science, thought they

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DUBLIN. *June 24, 1884.*

James Johnston Shaw, esq., LL.D.

would change, and take a college course. These men, generally speaking, of course there were exceptions, were not well prepared in classics, or mathematics. They were generally men who had read a great deal of English literature, or of whatever was accessible to them, but who had not got a thorough school training, and could not have passed a very severe matriculation examination, but of my own knowledge, because many were in the class with me—these men made some of the very best material in the colleges, they were very earnest students—they were very serious men—they gave a very high tone indeed to the classes, and they succeeded to a very high degree, not in classics and mathematics, but in other subjects to which they came with about the same amount of preparation as other students.

8381. CHAIRMAN.—Do I understand they went through the regular course in arts?—They went through the regular arts course; from peculiar circumstances, there was a large proportion of men of that stamp in the class that entered the same year that I did. I was a very young lad myself when I entered. Many of these men were grown men of twenty-three or twenty-four years of age. I know they excelled in English literature, logic, metaphysics, and political economy, and subjects such as those, to which they came with the same amount of preparation the others had; they had probably the advantage from their maturity of mind, and they certainly did that part of the work with great success.

8382. But they would be mere pass-men in classics and mathematics?—Generally; there were exceptions. There were two of the men in my time did attain a very high proficiency in classics who came very badly prepared; one was in the year before me, and the other in the year with me. I think I might say just one word about these two men. The man who came in the same year with myself was a man who had been in business in Belfast—he had served his time to business in Belfast, and had not been very specially prepared for entrance to college; he was very defective in classics, (*Witness hands in the name,*) for the reason that I mention, that he did not get a very good school education, and had left school many years, before he came to college, and he had prepared himself for entering college. When he entered college he was very low in classics. The first year he worked, I think, as no man ever did; I never knew of any man working as he worked, and he got a prize in classics, if I am not mistaken, at the end of his first year; he did not obtain a scholarship in his second year, but he worked very hard, and obtained a scholarship in literature in the third year. Although he entered college as badly prepared as any man I ever knew, he afterwards obtained a very high appointment, on very high answering, in the Consular Service, Japan, and he got a studentship at the Inns of Court, London. That is one instance of a man who would have been rejected on a severe entrance test, and if he had been, the College would have lost a most valuable student.

8383. Professor JACK.—The Colleges still have non-matriculated students to some extent?—Undoubtedly, but to have been an unmatriculated student would not have answered his purpose; he required to matriculate, and he did. Another gentleman, whose name I can give you. (*Hands in name.*) That gentleman, whose name I have given you, had been a National school teacher before he came to college; he was a man advanced in life—when I say advanced in life I mean he was older than the ordinary bulk of students; he was over twenty. He entered college, and he tried for a mathematical scholarship, and failed; he had no opportunity of learning classics—in fact, I think he was very badly prepared in classics.

8384. CHAIRMAN.—You give these as instances?—As men who would have been kept out of college by a severe matriculation test, and who would have been wrongly kept out, because they were the kind of men the College needed, and proved most valuable material.

8385. That is a matter of opinion?—That man obtained the very highest honours in classics, and modern languages also, and he was one of the very best students we ever had in Belfast; he is also now in the Consular service. Another instance that I have before my mind at present is that of a student, who was also advanced in years before he went to College; he did not enter the Queen's College, Belfast, simply because he was afraid of the matriculation, and he went to Glasgow instead, and took his course in Glasgow; he is now a very distinguished and eminent man.

8386. Probably your idea would be that there ought not to be a matriculation examination at all in an University College?—The object of these illustrations is to confirm or prove my proposition, that a matriculation examination in a teaching College is not so much designed to ascertain what is the exact amount of the man's knowledge in any particular subject, as to ascertain whether he is a man of the intelligence and general capacity to profit by the College course, and if he is, I say he ought not to be rejected, simply because he may, through circumstances, be defective in some part of the matriculation course. If you have a rigid examination test and give a professor no elasticity in forming an opinion you will inevitably, in my opinion, shut out a very valuable class of students from the College. Of course I need not say that these men would all have been very much better with a good previous training, but their circumstances were such, it was impossible they could have previous training, and it was much better they were in the College getting a training there. I do not believe any of those men could have been so well employed elsewhere as in the College at the time. I think that is probably all I have to say about the matriculation. Now as to the scholarships. In the Queen's College, Belfast, in my time, the competition for these scholarships was rather keen. If I remember rightly there were, I think, twenty-seven or twenty-nine candidates for the five literary scholarships in the year I entered, and there was a very keen competition, and the men who came for scholarships in the Queen's College, Belfast, were in my opinion very well prepared men. They were the picked men of the Belfast Academy and Belfast Institution, and we got some men from Foyle College, Londonderry, and occasionally a man from Portora and Armagh Royal Schools, the Belfast schools naturally supplied most of the best men who came there.

8387. For the second year's scholarships do you remember what the competition was?—I could not tell the exact number—I was a competitor myself.

8388. Do you remember how many were in against you?—I think probably there were about twelve or thirteen who went in for the second year's scholarship. Of course numbers fall very much in the second year, because at the end of the first year the class examinations showed the men pretty fairly their relative positions and a number of men who failed in these would be discouraged and would not read for the second year's scholarship. On the other hand, men who did not enter for the first year's scholarship came forward for the second, being encouraged by the first year's training. Amongst the rest, the gentleman I mentioned who failed in the second year.

8389. Who competed for the senior scholarship?—Nobody competed for the senior scholarship against me. Practically the senior scholarship was nearly always decided by the result of the examination for the B.A. degree of the University. There were of course many exceptions. There was often very keen competition for the senior scholarships, but as a general rule the men knew from the result of the B.A. examinations the first man, and he was generally allowed to take the senior scholarship. In my opinion, as to the scholarships in Queen's College, Belfast, to disconnect them from the College would be very disastrous to the College, and for this reason——

8390. We have no inquiry about them in that respect, Mr. Shaw?—I thought the effect of the scholarships upon the teaching in the colleges was within the inquiry.

8391. No, it is the manner in which they are

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distributed?—Because I have no hesitation in saying that the existence of scholarships in Queen's College, Belfast, tended very largely indeed to raise the standard of education in the Colleges. In the first place it was not merely the men who obtained the scholarships that were influenced by them. There were a very large number of men who came to the College and read for the scholarships. Twenty-nine men, as I have said, of the first year's students, competed for scholarships the year I entered. Of these twenty-nine men a considerable number would have entered a year earlier had it not been for the hope of obtaining a scholarship. These twenty-nine men were more than ordinarily well prepared in the work of the College in classics, and generally, and they, of course, gave a very much higher tone to the class and to the teaching, and held up a higher standard of education. In the next place a great deal of the work done in classics in my time at Queen's College, Belfast, was voluntary work—that is to say, there were certain courses, compulsory upon all students, and there were other courses optional. A man might take them or leave them as he chose. These optional courses were very much taken advantage of by men who hoped to take prizes or scholarships. Men who, from bad preparation or idleness, did not wish to distinguish themselves, did not usually take the optional courses, but I have no doubt whatever that only for the hope of obtaining a scholarship in the following year, the optional courses would have been much less largely attended than they were; and the existence of the scholarships and prizes in that way tended to give a much higher tone, and raise the standard of education. The existence of the scholarships is of very great importance. I taught for over fifteen years myself, and, from my experience as a teacher I would say this, that it is of the greatest importance for the freedom of university teaching, and for giving the teacher the fullest influence he can exercise over his pupils, that he himself should be the man who has the control over an important examination, because if a teacher is strictly limited to prepare men to pass some objective standard that exists out of relation to him altogether—some objective standard set by other men—naturally the students will not be brought into the same intimate relation with him as a teacher, nor will his personality have the same effect on them as if they knew that he is the man who is to have the examination of them. I really think it is putting a teacher in a very much lower capacity, and giving him a very much lower position as a teacher, to make him merely the man who is to bring the student up to some objective standard that is made by another man's examination than to give him the control of a man's education.

8392. In the two ways you mention you think the scholarships act in raising the standard of the examination?—Yes, I think they act on the pupil and on the teacher, and give the teacher a position and influence that he would not otherwise have. Of course, you cannot expect young men to be always guided by the very highest motives, and a pecuniary motive very often acts upon their minds. Now, there was just one third point I wished to say a word or two upon from my experience, and that is as to the standard of education generally in the colleges as compared with other bodies of the same kind.

8393. Before you do that I would like to know exactly your grounds or opportunities of judging of the standard in Galway or Cork?—I never studied at either of these Colleges; but I know in other ways what it was.

8394. But did you meet students from Cork and Galway at the university examinations?—Certainly; the university examinations were common. We had a first university examination in arts, at which all the students from all the Colleges competed, and there were prizes common to all the students, and for which all the students were eligible.

8395. Is the evidence you were about to give us as to the standard of education in Cork and Galway derived from your knowledge of the students at the university examinations?—Yes; I am not prepared to give you details. I had not time, and did not go into the matter in detail; but what I would say is this: During my time at the Queen's University taking into account that Belfast always had an advantage in point of numbers, the success of the Cork and Galway students at the University examinations was fully up to the success of the Belfast students; and from what I know of the men who came up from Cork and Galway, the standard of education in Cork and Galway among the best men—the men who came up for honours—was, at least, as high as it was in Belfast. That is my distinct impression.

8396. In your time did you know any of the students to leave Belfast and go to Galway?—I knew a few. I do not know that I remember names at present, but I knew some.

8397. Do you recollect whether they were in your own class or not?—I do not recollect any men in my own class.

8398. Do you recollect whether they were picked men in Belfast or not the best men?—Well, the very best men in Belfast did not usually go to Galway. I think there were one or two instances of men in the first rank in Belfast who went to Galway; but as a general rule the men who came to Belfast stayed in Belfast.

8399. Did you observe, when teaching for so many years, that a good many of the Northern students, instead of going to Belfast went to Galway?—Yes; I taught in Derry for seven or eight years, and in my time a great many students from Donegal, Tyrone, and Derry went to Galway. It was quite as near to them as Belfast, and a great many Presbyterian students from the north-west went in consequence. While teaching at the Magee College, of course a few students went from Magee College to Galway, and we had an interchange. Sometimes a student took a year at the Magee College, a student who did not want to graduate at that time. A student of the Magee College could not graduate. There was no opportunity for him to graduate. It is hard for me to speak with confidence of the standard of education in the Colleges, as I knew it when a student, because, of course, I have changed my point of view. But I think I may say this, without going beyond the evidence, that while in classics, perhaps, the standard of education was not so high, and could not be expected to be so high, in the Queen's Colleges as it is in the older universities, who get men who have been trained from their earliest years in the niceties of classical scholarship, yet, I believe, that in subjects which are not usually taught at schools, and which men come to fresh in College life, such as metaphysics, logics, and ethics, political economy, and English literature, and others of that sort, in which school training does not give a man a great advantage, the students of the Queen's Colleges, had a standard of education as least as high as that of any university in the kingdom. I have had very considerable experience as an examiner in the Queen's University since. I examined in political economy and jurisprudence in the Queen's University of Ireland for three years in place of Professor Leslie, of Belfast. I also examined in political economy during the five years I was professor in the University of Dublin. I therefore had very considerable experience of the kind of men there. Now, I say, from my experience as an examiner in the Queen's University, and from my experience of Trinity College, Dublin, the men, as a general rule, take a higher standard in the subjects I have mentioned in the Queen's Colleges than they do in Trinity College, and for this reason, among others, that the highest prizes, in the University of Dublin, are given to mathematics and classics, and therefore the best men give more exclusive attention to those subjects whereas, in the Queen's Colleges, the very best men throw themselves into logics, metaphysics, ethics, and subjects of that sort. The result is that the standard of the Queen's Colleges is higher than in other universi-

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DUBLIN. June 24, 1884.

James Johnston Shaw, esq., LL.D.

ties where more exclusive attention is given to classics and mathematics.

8400. Professor JACK.—You speak positively of that period from 1877 till 1882?—Yes. I have no hesitation in saying that I do not wish in any way to disparage the examinations of Trinity College. I have no wish to do that at all, because, as I have said, the very best men do not take these subjects. They only go in for the subjects that would give them a fellowship or a high prize, but I have not the slightest hesitation in saying that the standard of graduation in such subjects as history, English literature, logics, metaphysics, and political economy, was higher in the Queen's University than it is in the University of Dublin. The same remark applies, in my opinion, in a great measure to natural sciences and experimental physics. These were subjects I did not know very much about myself, but I believe the same general remark applies.

8401. But you do not apply your remarks to mathematics or classics?—In regard to classics I would say this: at the Queen's University we had some men very high in classics, indeed. One went to Oxford, and is now head master of one of the most important classical schools in England, the Manchester Grammar School. He was a fellow-student of my own. He and I went through college together. I would say with regard to classics, the best men that we had in the Queen's College, Belfast, though perhaps they were not so well up in what we might call the niceties, the elegancies of classical education, writing verse and things of that sort, yet in the history, and in the philosophy of antiquity they were as good as most of the men who took classical honours in the older universities. The man that I mentioned, and with whom I kept up intimate relations after he went to Oxford, and whom I have known all my life, I gathered from him what was my own opinion when he went to Oxford. Although he could not read plays with the same facility that an Eton or a Harrow man would do, he knew his Grote and Mansel as well as others. He had gone through an extensive course in the Queen's College, Belfast.

8402. He got a fellowship?—He got a fellowship; he was first, both at the moderatorship and greats in Oxford. He was for many years senior tutor of his college in Oxford; and he is now head master in Manchester Grammar School.

8403. CHAIRMAN.—Is there anything else you wish to add?—No.

8404. Rev. Dr. MOLLOY.—I think you were an examiner in the Queen's University?—Yes.

8405. There were certain prizes given by the University, open to students of the three Queen's Colleges?—Certainly, at the time that I was an examiner in the Queen's University, the students of the three Colleges came for examination.

8406. And there were certain prizes open to competition?—Yes.

8407. Did you find the existence of these university prizes was calculated to stimulate the students of the Colleges, and raise the standard of education?—Undoubtedly.

8408. Dr. STONEY.—You spoke of the importance of appointing teachers to be examiners as a necessary condition for maintaining freedom of teaching?—Yes; I have a very strong opinion from being an old teacher, of the importance of that point.

8409. Do you also consider it of importance, from the point of view enforced by the Royal Commissioners who reported on the universities of Scotland in 1878, where they say that "it is hard to conceive that an examination in any of the higher and more extensive departments of literature or science can be conducted with fairness to the student, unless the examiners are guided by that intimate acquaintance with the extent and method of the teaching to which the learner has had access, which is possessed only by the teachers themselves"?—There is a good deal in that. If you confine your examination to a book examination, and say a man is to be examined strictly out of the words of the book, and on points contained in the book, any competent examiner can ascertain fairly what the amount of his knowledge of the book is, but I do not think that an extern examiner is in a position to ascertain what a man's general knowledge of the subject is, particularly in ethics, logics, and political economy. A mere book examination on these subjects is of comparatively little value.

8410. There is further the question, whether teaching, as distinguished from grinding, is sufficient for university examinations conducted by strangers. Most students who submit to an examination divorced from the teaching, find it necessary to go to the grinder, a man who will specially prepare them for the examination as distinguished from teaching them?—Certainly, if you divorce the examination from the teaching. It has been found so in Trinity College, Dublin, for example, where a great deal of examination is done apart from teaching. In the case of the non-resident students that result follows.

8411. How does that affect the weaker candidates?—I would say that the result of that system is, that a man instead of obtaining a general grasp of the principles of his subject is apt to know simply the tips that he is put up to by his grinder, and the crotchets of the examiner.

8412. And the poorer candidates are they on an equality with their competitors?—The poorer in purse?

8413. Yes?—Certainly not, the man who can pay the best grinder naturally has an advantage in that system.

8414. Do you think there is any risk of what Professor Huxley points out in relation to this subject when he says that "candidates learn to pass and not to know, and outraged science takes its revenge, for they do pass, and do not know"?—It is a very epigrammatic way of putting it.

8415. It is a very strong form of putting it, but there is great truth that underlies it?—I may say that when I was examining political economy, I found a very distinct difference in the method of study of the Queen's University men as distinguished from that of the candidates in Trinity College. That is to say, the men in Trinity College know their books better; they had a more intimate acquaintance with the prescribed books in the course, and could answer more minute questions out of the books; but the students in the Queen's University, as a general rule, had a firmer grasp of the principles of the subject, and could reason the thing for themselves better, although, perhaps, they would not be able to answer so minutely on the words of the book.

8416. Dr. MAHAFFY.—Their minds were better trained, you think?—Their minds were better trained.

8417. Dr. STONEY.—In reference to the entrance examination, you pointed out the distinction between the matriculation examination of a mere examining board, like the London University, and an entrance examination designed to be a passage admitting the candidate to instruction?—I think the comparison is not a fair one. There is no comparison, because the objects are wholly different.

8418. In fact, the matriculation examination of the London University is one of the series of examinations upon which that University wholly depends?—Yes. There is one point I ought to mention. I have had a very large experience of examinations under the Intermediate Board. I have also had a very large experience in the Magee College of examination for matriculation. We got the same sort of men at the Magee College, and of the same calibre generally as Belfast, except that, of course, we did not get the very best men. The best men went where the highest scholarships were to be had. It has been said the standard for the junior grade in the Intermediate examinations is higher than the standard for matriculation. I would say, from my own experience, that is not so. Whatever the programme may be, I say, from my reading of the papers in the junior grade in English, that the average pass man at matriculation in either Magee College, Derry, or Queen's College,

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Belfast, is a distinctly higher man than the average pass man in the junior grade in the Intermediate examination, has more knowledge, more maturity, and more intelligence in every way.

8419. Professor JACK.—Than the junior grade in the Intermediate?—Undoubtedly. I do not contradict the individual instances brought forward. Of course there are exceptional instances which can be hunted up, but, speaking of the whole effect of the examination, and of the general character of those who pass the junior grade of the Intermediate course, and those who pass the matriculation in the Queen's College, I say distinctly the average man who passes the matriculation is a distinctly higher style of man.

8420. CHAIRMAN.—In English?—In English.

8421. And there is a very great difference in the age between the junior grade boy and a student entering Magee College,?—There is not so much difference at all; the junior grade is below sixteen and a great number of men who enter the Queen's College, Belfast, and come to the Magee College, Derry, are not over sixteen.

8422. Professor JACK.—I suppose the average age at entrance is about seventeen?—About seventeen. I was under sixteen myself when I entered, and I think a considerable number of the men who entered with me were about sixteen.

8423. Dr. MARSTON.—You are speaking of the tone of mind in the two cases?—General intelligence and maturity of mind.

8424. Dr. STONEY.—And those are evidence that the candidate would be able to profit by a university course?—Evidencing that they would profit by a university course.

8425. That is the real thing to be ascertained by an entrance examination?—Certainly. Take the average pass man of the junior grade of the Intermediate and the average pass man matriculating at the Queen's College. There is no comparison between the two men as fit candidates for a university course I have not the slightest hesitation, speaking from my own experience, in saying so.

8426. Professor JACK.—Suppose you were informed that a boy of sixteen had failed to pass the Intermediate, should you draw any inference as to his fitness for university instruction?—I would require to know in what he failed to pass. Suppose it was experimental physics—I may observe that when I entered college I knew nothing about experimental physics—and taking the average men who enter college, I was tolerably well prepared, but I could not have passed an examination in experimental physics.

8427. The Intermediate is an examination on total marks?—I do not know exactly. I examined only in one subject.

8428. Rev. Dr. MOLLOY.—Is it not possible to make a comparison between the several subjects of the Intermediate examination and the corresponding subjects required at matriculation in the Queen's Colleges, such as English, Greek, Latin, and mathematics?—Upon that point the Commissioners must always bear in mind that in the Intermediate in these subjects honours are given, whereas the matriculation is a mere pass. In the Intermediate you must have an honour test; you cannot have it in the matriculation examination. The honours come afterwards.

8429. CHAIRMAN.—You have not answered Professor Jack. He asked if a man failed in the Intermediate. Suppose he failed in English what would you say?—I would say if he failed in English in the junior grade of the Intermediate he was *prima facie* unfit to pursue a university course.

8430. And if he failed in Latin in the junior grade what would you say?—I have not the same experience of the examination in Latin, so I cannot answer that question. I think it is quite possible that many men, and some very distinguished students, who have entered the Queen's College, Belfast, might have failed at the Intermediate examinations.

8431. Professor JACK.—In fact your opinion is that you cannot make an absolute statement with regard to a boy who has failed in any particular subject, except English?—I would say, from my experience as an examiner in English, that a man who failed in the junior grade of the Intermediate examination would not, as a general rule, be a fit subject for a university course.

8432. But suppose he entered for the Intermediate junior grade, and did not get it, had failed altogether, did not pass that junior grade, would you have any opinion at all as to whether he was a fit person to go in, or not to go in?—Not unless I knew what were the particulars of his failure.

8133. You would require to know the details?—Certainly.

8434. You think it is possible that a man who would fail might be a fit university college student?—I would not venture to say I would pass in the junior grade of the Intermediate programme myself at the present moment.

8435. Dr. MARSTON.—In the way of recapitulation, what you wish to emphasise is that the nature of the matriculation examination in a college or teaching university is rightly different from that of an examining university?—Certainly.

8436. That to raise the standard of matriculation unduly is to run the risk of prohibiting a large amount of excellent material from getting college education at all?—Certainly.

8437. And you have mentioned a number of men with whom you apparently and rightly have great sympathy. These man may be said to be hungering and thirsting after knowledge, and you question very much the expediency of excluding such men from a university course?—Certainly.

8438. Also, that in these respects you think the Queen's Colleges meet their requirements?—That is my opinion, from my own experience.

8439. That is very briefly what you wish to put?—Yes, when I say you exclude important material from a university course.

8440. In speaking of material you mean the men?—Yes. If the alternative were, that those men were to go back to school, and get another year's preparation under a good teacher, I think it is quite possible, it might be the best thing that could happen them.

8441. Undoubtedly; I understand that?—But I say that a great number of these men would not adopt that alternative, if turned back from the Queen's Colleges, probably they would go to Glasgow or Magee College, Derry, where the standard would be lower.

8442. Some men are too old?—Some men would go back to business, and would struggle on, learning by themselves for another year, when they would be much better employed in College.

8443. Professor JACK.—Are you aware what is the nature of the matriculation standard now at Belfast?—I have no personal acquaintance with it at all. I passed the matriculation in Belfast myself, and that is all I know about it.

8444. Our evidence is of the fact, that the great bulk of their students now pass the Royal University matriculation examination—ninety per cent. of them, and that their own matriculation examination, is supposed to be practically equivalent, though not identical?—I do not know about that.

8445. CHAIRMAN.—That is so.

8446. Dr. STONEY.—You have had frequent opportunities of meeting graduates that have been educated in the Queen's Colleges, and also graduates that have been educated in other universities?—Yes.

8447. From that experience, can you say whether the result of the teaching of the Queen's Colleges is shown to be satisfactory?—Well, it looks like self-commendation, speaking of your own College in that way, but I think that taking the bulk of the Queen's College graduates, man for man, as you find them in life, as I have met them, they are as well educated men, and as fit to hold their own as graduates of any other university. Take the men as you find them, they are fit to do their work.

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Dublin. June 24, 1864.

Rev. William Delany, s.j.

Rev. William Delany, s.j., President of University College, Stephen's-green, re-examined.

8448. Rev. Dr. Molloy.—I think you stated that students could not prepare the whole of the matriculation programme of the Royal University at present?—Very few students could prepare the honour course of the Royal University in more than one subject.

8449. You are speaking of the honour course, not of the pass?—I wanted a distinction drawn between the honours and pass course to bring out the fact that there is a very wide honour course prescribed along with the pass course, and that the pass course is in itself a reasonably wide one.

8450. Do you think the pass course unreasonably high for the present condition of the schools in Ireland?—In Greek I should prefer for the pass a smaller programme, to reduce it nearly to the level of the London University.

8451. A large number of students come to the Royal University after having passed the senior grade of the Intermediate?—A very large proportion.

8452. And a large proportion after having passed the middle grade?—Not from the middle.

8453. More from the senior grade?—Very considerably more.

8454. Is the amount of Greek required at the pass for the matriculation of the Royal University greater than the amount required in the senior grade of the Intermediate examination?—It is more than what used to be required both for pass and honours.

8455. I am speaking of what is now required?—From this year's programme it appears the Greek that is prescribed is entirely for pass and honours.

8456. I am speaking of the pass examination?—It may be a little more difficult in the senior grade.

8457. We may infer that the student who has passed in the senior grade has passed also in the middle grade and the junior?—Certainly.

8458. Therefore, his amount of Greek reading would have been sufficient to enable him fairly to prepare the Greek required for the Royal University, if he had passed the three grades in the Intermediate?—No doubt he will have read somewhat more in quantity in the whole three years than is required for the matriculation examination, but inasmuch as he has to prepare the matriculation examination in one year, and that very many students try to hurry and put the matriculation examination in the same year at the end of their senior grade course, and as yet the Royal University has not harmonised its programme with that of the senior grade, and the books they have read are not the same as those required at matriculation, these circumstances taken together, the quantity of Greek prescribed for it is very large.

8459. But if there were harmony between the books required for matriculation at the Royal University and the books required at the Intermediate examination, the extent of Greek knowledge required at matriculation would not, in your opinion, be too great?—No, but it would still be considerable, and considerably more than is required at London University.

8460. But not unreasonably great when compared with what is actually attained by senior grade students at the Intermediate examinations?—No.

8461. It was stated to us on Saturday that, owing to the condition of education in this country, it is necessary for the Queen's Colleges to receive students who are very imperfectly prepared in school work. I think the evidence you have given goes to show that this is not necessary, because there is a large number of students who are very well prepared in school work in the schools of the country?—The word "necessary" may be used in two different meanings. It may be necessary to have such an examination, because, unless the examination were easy, the students would not present themselves, and it may be necessary, because there did not exist qualified students; the Intermediate examination returns prove that the necessity is not caused by the absence of educated students.

8462. Some of the witnesses, including Mr. Brougham Leech, told us that even if there were a sufficient supply of well trained students, it still would be desirable to keep the standard of matriculation in the Queen's Colleges low in order to afford the advantages of the education of a university college to the students who were imperfectly prepared. Do you concur in that opinion?—If there were no option in the case of a student who failed to pass the matriculation examination, but at once to retire from the College, and give up all hopes of what higher education he might receive, I should think twice before I would insist absolutely on such a rigid matriculation examination; but while there are such facilities of pursuing courses to qualify himself, I should like to see as a stimulus to the student, and keeping the educational level of the College at its proper standard, a reasonable matriculation examination required. When I say "required," I am quite prepared to admit that if a student were very good in certain subjects, and showed intelligence and a fair amount of training, though in some of the minor subjects he was inadequately prepared, I should not insist on want of power of compensation. I should like compensation in such cases.

8463. Do you think it is better to let him into the College badly prepared, or send him back to an Intermediate school until he is well prepared?—A student who is very weak in Latin and in English, or very weak in Latin, even though moderately good in English, I should regard quite unequal to a university college education.

8464. Would it be better to send him back to be well trained in the Intermediate school before admitting him to a university college?—Certainly, as a matriculated student, unless he is too old for school, which is frequently the case. If the college, however, can admit him as a non-matriculated student with opportunities for private tuition such as would give him reason to hope he might later pass the examination, I would allow him to take advantage of such helps that he might then satisfy the requirements.

8465. Do you think in the arrangement of a university college difficulties may arise from the admission of students well prepared and badly prepared when all have to go promiscuously into the same classes?—It would be next to impossible for any professor to teach well a number of students some of whom are well prepared and some ill prepared. If he teaches to the level of the well-prepared students he is unintelligible to the ill-prepared, and if he teaches down to their level he wastes the time of the others, and he has no choice.

8466. Great evils may arise from the mixture of well-prepared and ill-prepared students in university colleges?—In all colleges. It is universal in teaching institutions.

8467. Dr. Marston.—In all schools?—In all teaching institutions of every kind.

8468. Rev. Dr. Molloy.—May I infer that, in your opinion, it is better the school work should be done in the Intermediate schools, and a curriculum of higher studies only followed in university colleges?—Certainly.

8469. Do you agree with the opinion expressed by the Commissioners in 1857, that the matriculation examination ought to be maintained at a high standard as indicating the termination of school education and the starting point of college studies?—With the explanation I have given of requiring certain subjects, Latin, English, and a moderate amount of mathematics. There are some people who have not a capacity of understanding mathematics, and who are quite fit for classical education. But I should not insist rigidly on physics or a modern language, perhaps to begin with.

8470. Do you think it is calculated to injure the efficiency of the schools if their boys are received into university colleges before they have got their school training well completed?—Yes.

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8471. Would you state the grounds of your opinion?—I conceive that boys have a tendency to desire to be regarded as men; and the difference between a schoolboy and a university man makes the latter position very tempting to a boy. There is a greater amount of freedom. The consequence of allowing young boys to fancy they can enter university colleges unprepared, would be, to tempt them to neglect their school work, and therefore to interfere with the teaching given and their own attention to it.

8472. You have told us that there are a large number of students who have attained considerable proficiency in their studies at intermediate schools in Ireland and yet we find that a comparatively small number of students go to the Queen's Colleges for an arts course and of these a considerable proportion are said to be badly prepared. Can you assign any reason why so few well trained students go to the Queen's Colleges?—The only reason that occurs to my mind is that they are kept out of the Queen's Colleges by conscientious motives alone.

8473. Dr. STONEY.—I would like to understand in reference to St Stanislaus' College, what is the duration of the whole curriculum?—Seven years, and for some boys eight years.

8474. At what ages do the boys usually enter?—The children of well-to-do families enter sometimes at nine and sometimes at ten and from that up to twelve and thirteen years of age, occasionally boys come later say thirteen and fourteen years.

8475. Then they remain up to what age?—They remain with us some six or seven years, some five and some four, according to their age and position.

8476. Then some remain up to twenty, twenty-one, or twenty-two?—No; I have known only two boys in my time who remained up to twenty and they were boys who had completed rhetoric or sixth. They returned for a year to finish philosophy, and took the B. A. of London University from the school.

8477. Are there any students being prepared for the ministry?—Not directly. It is entirely a lay college.

8478. Was I right in collecting from what you said of the extent of the matriculation programme, that you are of opinion that the mere matriculation programme in the Queen's Colleges is a sufficient one?—I am not prepared at the moment to say. The one at Belfast I think quite sufficient. I am not sufficiently familiar with that of Cork and Galway; but I think if the standard exacted by the examiners were at all proportionate to what the standard is at London University, the programme itself would be quite sufficient—the mere programme would.

8479. Professor JACK.—The matriculation programme at Queen's College, Belfast, is practically identical with that of the Royal University?—I believe so.

8480. Supposing the entrance programme of Queen's College, Cork, and of Queen's College, Galway, to be lower than the Royal University programme, that would be in the direction of amendments you desire in the Royal itself?—I do not suggest that. I objected merely to its going abroad that the present programme with its very large honour course is regarded by educationists, especially that body of educationists whom I in a sense represent, as being insufficient.

8481. With regard to the pass programme?—I should not touch it, except as regards the entire Greek course, which I consider quite out of proportion to the Latin and every other subject.

8482. That is to say in Greek the programme ought to be diminished in extent?—Yes, I think so. In the entire course there is a very remarkable quantity of Greek prescribed as compared with the other subjects. It discourages pupils from taking Greek. Very many take French by option, and when required later on to take Greek by the regulation of the University they are shut out, because they have lost the use of it.

8483. Dr. STONEY.—Does St. Stanislaus' College prepare for the Intermediate education examinations?—Certainly.

8484. And also prepare for the examination of the London University?—Not now. It did until the establishment of the Royal University.

8485. And it now prepares for examinations in the Royal University?—At present, and for two or three years.

8486. So that the results that have been obtained are the results in the case of students that have been prepared for those examinations?—Yes, and who, as a rule, have completed the Intermediate course at the college first—who have entered the senior grade, and then gone on to the Royal University.

8487. But they have been *prepared for the examinations*?—Yes, in the ordinary sense, that the regular course of studies taught at St. Stanislaus' prepares boys for the Intermediate Examinations, and for some of the Royal University examinations. Beyond this they have no special preparation.

8488. Rev. Dr. MOLLOY.—That is, for the examinations of the Royal University, after having passed the senior grade of the Intermediate?—After having passed the senior grade of the Intermediate.

8489. Dr. STONEY.—The statistics that you were good enough to lay before the Commissioners were avowedly imperfect from deficient information from the Queen's Colleges?—Yes; they may have been in some instances below the figure: I think it is likely with a number of graduates in Belfast who passed the Intermediate.

8490. I would wish to have it reserved for the consideration of the Commission whether in the imperfect state of the statistics they should be accepted.

8491. CHAIRMAN.—I was going to ask whether you will be good enough to make them complete?—Yes.

8492. And when complete the record is more useful than one avowedly incomplete?—Of course; but I wanted merely to guard against its being supposed that I put it forward as totally accurate. It may be incomplete, but substantially, I think, it is accurate.

8493. Dr. STONEY.—I listened with very great interest to a good deal of the evidence that you gave, especially to the strong expression of opinion that you gave utterance to of the necessity of making the competence of examiners the first consideration?—Certainly.

8494. And competence should be the first consideration in selecting teachers also—you would include that too?—Certainly. I wish to convey clearly that my experience as a master connected with education, both intermediate and university, is that no man is competent to examine satisfactorily who is not himself a practical teacher—who is a mere theorist.

8495. And also that competence should be the first consideration in appointing teachers you have an equally strong opinion?—Certainly.

8496. Acting upon that, you yourself obtained the services of Mr. Beere, one of the fellowship candidates in Trinity College, to prepare the students of University College for the scholarships of the Royal University?—Not at University College. Mr. Beere last year—that is to say, last winter twelvemonths—acted for a short time as a private tutor in the College in Temple-street, where I was before I went to University College.

8497. I observe from the Catholic University Calendar for the few years during which it was published that there were then prizes and scholarships, of an amount ranging from £800 to £1,000, offered amongst the students. Would you think it would serve education if those prizes and exhibitions were transferred from the college, and placed at the disposal of the Royal University?—I must say I should consider it a very great addition, indeed, to University College if it were in possession of £800 or £1,000 a-year for scholarships, and practically one of the points I brought out just now was that that was one of the grievances we feel—that we have no scholarships, though we have to compete in the Royal University against students from the Queen's Colleges who have abundant scholarships provided for them at home on very easy terms.

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DUBLIN. *June 24, 1881.*

Rev. William Delany, S.J.

8498. You attach great value to them?—I do; but as an educationist I should not object to having them assigned to the College in this way—namely, with a qualifying condition, that no student should be entitled to hold such scholarships unless he obtained certain honours in the Royal University. I should not insist that they be given wholly by the authorities of the College itself.

8499. Dr. MARSTON.—Do you think that a fairly stiff matriculation like that of the London University is the best introduction to the course of study for all the faculties, law, physic, and divinity?—No.

8500. Do you know anything of the scholastic advantages of the South as compared with other parts of Ireland, are they less or not?—There are more schools in the North, because the Royal Schools are there, and there are more in Leinster than in the South; but there are excellent schools in the South and excellent students.

8501. You think the South in this respect is as well off as other parts of Ireland?—No.

8502. Professor JACK.—There are excellent schools, but not so many?—Not so many.

8503. Dr. MARSTON.—Speaking of the population, have they the same facilities for scholastic education?—They could not possibly have the same facilities as in Dublin.

8504. Have you any reason to believe that some of the schools of which you have spoken have attracted an intellectually superior class of boys? You have spoken of some schools, which seem to have done exceedingly well?—I think not, and the reason I give is that the same schools have been in competition with the other schools in Ireland, and those other schools have held their own. I could name half-a-dozen schools which have done themselves the greatest credit—Carlow College, St. Macarten's, Monaghan; St. Malachy's, Belfast; St. Finn Barr's, Cork. These Colleges—not to mention the French College, Blackrock; St. Colomb's, Londonderry; and Rockwell College, Cahir—have proved they give good classical and mathematical teaching. In some cases they have physics, too; but that is a subject not sufficiently encouraged.

8505. I do not know whether you could give me an opinion on this, but I would like to ask the question. We have heard a good deal about the course and examinations in arts in the medical faculty. Looking to the different careers of a doctor, a man of science, and a divinity student, do you think the same kind of examination is suitable to both alike as regards classics, for example; and do you think that the head of a theological college is a very impartial or competent judge as to the best kind of education and examination for a doctor, or for a man going in for science—is my question plain?—The last part I did not quite catch.

8506. Looking to the different careers of a doctor or a man of science and a divinity student, do you think that the same kind of education and examination is suitable to both alike, say as regards classics?—Certainly not; I shall reply to that first, because it touches exactly the point I alluded to just now. I consider scientific education, properly conducted, to be of the greatest value. I believe that if scientific education were properly planned and regularly carried out, and had the time and labour given to it, that in many instances are totally wasted in learning classics superficially, it might reach what has been predicted of it by the eminent men of modern times, and I should like to see a scientific education cultivated by such men, because it is science they have to deal with. Therefore, if a thoroughly scientific course were so planned and graduated, I would say, by all means substitute it for medical students, as serving equally well for the cultivation of their intellects, and bearing much more directly on the subjects they will have to deal with in professional life.

8507. I will not ask the last part of the question, because you are very competent to deal with it?—Thank you.

8508. CHAIRMAN.—Dr. Stoney asked you about the programme for matriculation, and I understood you to say that, so far as Belfast was concerned, you consider it high enough?—Certainly.

8509. Was your attention called to the matriculation in Cork and Galway?—Except by the examination, and from what I knew in previous cases where students entered, who seemed to me to be unsuited for university colleges.

8510. As a matter of fact, neither in Cork or Galway do they require Latin composition?—I should not be prepared to insist on it in a teaching college; for mere pass-men Latin composition is not essential. I should require the unprescribed passages and composition for testing honour men, but for the mere purpose that a man should come into a college, and follow the course, I do not think composition is required, and, more, I do not endorse at all as an educationist the view put forward that it is the only test of education. The great bulk of educated men can speak French, but exceedingly few comparatively can write a French letter, and yet it is an important and valuable acquirement to read literary and scientific works in French.

8511. Dr. STONEY.—The same would apply to German?—A literal, free translation from a language I regard as a great power, quite distinct from the greater power of being able to translate into the language.

William Thomson, esq., M.A., M.D., F.R.C.S.I.

WILLIAM THOMSON, esq., M.A., M.D., F.R.C.S.I., examined.

8512. Dr. MARSTON.—You are a Master of Arts of the Queen's University?—Yes.

8513. And a Fellow of the Royal College of Surgeons in Ireland?—Yes.

8514. You are also one of the surgeons of Richmond Hospital?—Yes.

8515. You have a good deal of experience in clinical teaching and examining also?—Yes, I have had about eight years' experience as examiner in the College of Surgeons, and two years as examiner in surgery in the Queen's University.

8516. I will put to you the question I put to the last witness. Looking to the different careers of a doctor or a man of science, and a divinity student, for example, do you think that the same kind of education and examination is suitable to both alike, say as regards classics, and do you think the head of a theological college quite a competent judge as to the best kind of matriculation examination for a doctor or student of science?—Certainly not, as to both branches of the question.

8517. Can you tell us why, from your point of view, as a surgeon?—To a surgeon, a knowledge of classics, such as has been represented here as most important, is not so important as the study of any scientific subject, especially any branches of the science of medicine or surgery. There is no literature that is of practical advantage in either language, and if there be any it is very freely translated. The material that a medical student wants is to be had in the modern languages, French and German, and these are the languages most suitable to him in the study of his profession afterwards. I should say that a gentleman who is a theologian and the head of a theological college naturally sets a very great value on Latin and Greek, because these are really the languages with which he has most to do in his own studies, and naturally I should think the bias of his mind would be towards the importance of these subjects. He does not know, because he has not studied them, what are the lines upon which, for instance, medical studies run, and, therefore, I should say he is not a competent judge as to what the value of an entrance ex-

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amination would be for a medical student. He would do very well to test the value of an examination for a theological student.

8518. Do you think it a good plan, as in the London University, to exact from a medical student a high matriculation examination?—I do personally, but I wish to qualify that. My own opinion is that an examination equivalent to the "Little-go" in a university ought to be exacted from a student in medicine before actually beginning medical study, but that is a matter rather for the General Medical Council. The General Medical Council has recognised a certain standard of entrance examination, and until it takes it into its hands, and insist upon a uniform examination, I don't believe you will find, nor would it be fair, that a body like the Queen's University as it was, or the Royal University, should enter into competition with other mere licensing bodies. For instance, if the Royal University places a very high standard upon its university examination or its first examination at the university it is immediately met by the competition of the mere licensing bodies, and Corporations which admit their students at a very much lower standard. The result will be clearly that the students will go to the licensing corporations and not to the university. Students after all are human beings, and they look to what will be the easiest mode of attaining their object. The public practically do not know what value attaches to the qualification of a licensing body. They treat all doctors on pretty much the same level. An apothecary is supposed by the public to be upon the same level as the hospital physician or the professor, so far as the title goes.

8519. May we take it that you would have something in this way as part of the preliminary education for a man who was about to become a doctor—Latin, essential; Greek, desirable; and a knowledge of some modern language most desirable?—Certainly.

8520. Assuming that it is most desirable to have a maximum standard of education open to all, still, looking at it as a man of the world, would you expect that a number of men would go to licensing boards for their qualifications, and is this system of licensing boards adapted to the requirements of a mixed and generally poor population?—That is, the maximum standard?

8521. The maximum standard and the average standard of a licensing board on two separate levels?—Of course the smaller proportion would go to the maximum.

8522. I am speaking of what actually exists. There are licensing boards, and those with a higher standard?—The bulk will go to the lower.

8523. Does that meet the different requirements?—In my opinion it does practically.

8524. Practically you could not adjust it better?—Practically it answers the purpose; although I adhere to what I have said with regard to the higher standard of the preliminary examination.

8525. You know Queen's College, Galway?—Yes, very well; I was at Galway College for six years.

8526. Speaking from your own experience was the matriculation examination sufficient to secure a student in the medical faculty a prospect of benefiting by the teaching there?—Yes, in my opinion it was. It was sufficient to test the amount of knowledge he had acquired at school and his general intelligence and capacity for benefiting by the instruction which he would afterwards get in the College.

8527. Were you satisfied in Galway with what we will call the theoretical course?—Highly satisfied. I think nothing could be more thorough in the medical faculty—thoroughly complete, so far as it went, that is to say. I am speaking now entirely of the instruction given in the College itself in the various subjects.

8528. CHAIRMAN.—What time are you speaking of?—I am speaking of 1863–67. I was at arts, and also at medicine.

8529. Dr. MARSTON.—Had the students sufficient advantages in clinical teaching, in surgery, diseases of women and children, and midwifery?—No, because, certainly in surgery, the cases were rather limited, and not very varied. The same, I think, might be said of medicine. In the diseases of women and children there was practically no clinical at all, nor in the diseases of the eye and ear. Of course, occasionally cases turned up, and those were spoken of; but the weak point of education there was the clinical material.

8530. Is it so now?—I should think it is. I happened to be in Galway several times within the last eighteen months on professional business, and I came to know something of the material. The material has not increased. I dare say they make the most of it, but I do not think the material is at all such as would be sufficient for a man getting the high degree of M.D.

8531. With regard to union hospitals for hospital teaching, what do you think of the character of the cases and of the competency of the medical staff to teach?—With regard to the staff, I think some of the medical attendants are extremely well educated men. In the case of Galway, I think one of the medical officers there is a professor in the College, and, I take it, is competent to teach.

8532. I am speaking of the question generally, not of Galway only?—My general impression is that in the union hospitals there is a very excellent class of practitioners in Ireland.

8533. Do students, as a matter of fact, go elsewhere to complete their hospital practice?—Yes, a great number come to Dublin; some go to Edinburgh. A great many come to Dublin. I am quite aware of that.

8534. Have you had an opportunity of comparing the students of the Queen's Colleges with other students?—Yes. From the fact of my having been a student myself there, and having been an examiner in the University, and also in the College of Surgeons here, I have had ample opportunities of comparing them.

8535. And with what results?—I am now leaving out the subject of clinical instruction, and I take the Queen's College student as he comes from the College direct. I think he is an extremely well educated medical man, very highly educated, knowing his subject thoroughly. I think that one great reason for that is that, so far as I know, the system of grinding and cramming which exists in other places does not exist largely in the three towns where the Colleges are. I know in Galway in my time it did not exist. The only two factors were the student and the professor. The student had to attend upon his lectures, and he had to use his own brains. The subject was not crammed into him by a grinder—an intermediate person.

8536. The teaching was thorough?—Most thorough.

8537. Do you think scholarships necessary for efficiency?—I do.

8538. They are of very small value in the Queen's Colleges?—Very small.

8539. Do you think it would be desirable to increase some of them at the expense of others?—I think it would, if you take the case of arts students. The great difficulty about the Queen's Colleges which occurs to me is this, that once a man has taken his A.B. degree he is practically done. There is nothing further except a £40 scholarship to induce him to go on with his studies in connexion with the College. If you go to the older universities, a young man can get a scholarship of £100 a year, available for seven years, or a studentship, and he may go on for fellowship. These are all valuable prizes to enable a man to pursue his studies. In the Queen's that is not so.

8540. Do you think the scholarships are fairly distributed in the Queen's Colleges?—I think they are fairly distributed.

8541. Are the fees in the medical curriculum relatively very low?—I think they are too low.

8542. You would, I suppose, insist upon a very

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DUBLIN.
June 24, 1884

William Thomson, esq., M.A., M.D., F.R.C.S.I.

regular attendance at all lectures?—Certainly, if lectures are recognised attendance ought to be compulsory. The student should not be left to his own will to do as he pleases.

8543. Is there anything you would like to add to what I have asked you?—I think not. I think you have covered the ground.

8544. In all such subjects as botany, materia medica, chemistry, anatomy, physiology, and histology, the teaching at the Queen's Colleges you assert is very good?—Very good. So far as the examination was concerned in the Queen's University it was certainly the best in this country, and, I think, was only second to the London University. It was always high class. Whatever improvements were to be made were usually initiated in the Queen's University. I think I am right in saying that so far as the teaching of practical histology is concerned, it began in one of the Queen's Colleges (Belfast), and was afterwards introduced into Dublin. In the same way the examination in practical anatomy. These were all reforms that came from the Queen's University, and were afterwards adopted here.

8545. Have you anything to tell us about the Royal University in relation to the medical faculty?—I know nothing about the Royal University. I should also mention that the practical clinical examination at the M.D. was first introduced by the Queen's University here. Before that there was no clinical test in the examinations for various qualifications here.

8546. Am I to understand that the students frequently passed one or two years at one of the Queen's Colleges and then went for a year to get a larger sphere of hospital practice and more varied teaching?—I think so.

8547. Dr. STONEY.—Class rolls have always been called regularly in the Queen's Colleges?—Always.

8548. You regard that also as of importance?—I certainly think so. I know that until very lately in some of the medical schools in Dublin it has not been at all compulsory. There were no class rolls called and it was left entirely to the student to attend or not, as he pleased. In fact, I know that some of them did not attend at all. They managed to get through somehow, but they did not attend the lectures. I think it extremely important that, if there are lectures delivered at all, the students should be compelled to attend them. That has been always done in the Queen's Colleges.

8549. Then the chief improvements that have taken place in the medical examinations of Ireland, and also in such respects as the calling of class rolls, were improvements initiated in the Queen's Colleges or Queen's University in Ireland, and have since been adopted elsewhere?—That is my experience.

8550. When you speak of the clinical opportunities in Galway as being insufficient, did I understand you rightly that you meant they are not sufficient when taken for the whole of the clinical teaching of the student?—Quite so.

8551. But with regard to the first portion, you would regard them as sufficient?—They are sufficient up to a point. A man may learn a great deal of clinical work in Galway, but I should not regard him as having seen enough of material there.

8552. You are aware the college authorities encourage a man to go elsewhere for a portion of his course on that account?—They do.

8553. And if he does take that portion elsewhere, according to the recommendation of the college authorities, he gets in Galway an exceedingly efficient education in the rest of his curriculum?—Certainly.

8554. You went through the whole arts course?—I did.

8555. Did you find that the training you received was a thoroughly careful one?—Certainly. I know I have benefited by it. Men of my own time have since attained the very highest position they really could attain for their standing in life in all branches of the public service, the Indian Civil Service, and elsewhere.

8556. And you consider the after career of graduates as the outcome of their education, and as being a great test of the real efficiency of their college training?—I do. The value of the training a man gets is tested in a large degree by the success he attains in life.

8557. On the side of linguistic studies, do you regard French and German of very great importance?—For a medical man, of very great importance.

8558. He must also know English?—Yes.

8559. He will then have the vocabularies of three languages to carry in his memory?—Yes.

8560. If you add to these Latin and Greek, you will have five languages?—Yes.

8561. From your knowledge of the limited extent of the memories of a great number of men, do you think that an attempt can profitably be made to impose upon them the task of committing to memory the vocabularies of so large a number of languages?—No; I should only require as much knowledge of Latin, for instance, as is mentioned in the matriculation programmes; but I should require a much larger knowledge of French or German. I think one modern language is enough for a man to know. He may learn the other if he so desires. But, I mean for a test, one modern language would be sufficient. I think a knowledge of German would be of very much more advantage to a medical men than any knowledge of Greek he could possess. I do not care how profound it would be, I do not think it would be of the least advantage to him professionally.

8562. Professor JACK.—With regard to the Royal University, you said you did not know anything particular about it?—No.

8563. Has there been, in your judgment, time enough to estimate the effect of any changes in the regulations of the Royal University upon medical education?—I think not. It is about two or three years now established. Of course I am quite aware of this, that a great number of students are deterred from going through by this arts examination that is attached to it, although personally I do not sympathise with them.

8564. Personally you would like to see an arts examination of that kind?—Yes, provided that it was of a uniform standard applied to every licensing body throughout the country; but I do not think they should be allowed to enter into competition in the way of lower examination.

8565. At the present moment the licensing boards are compelled to apply the standard of the General Medical Council?—They are.

8566. It is quite impossible to take any student with a qualification in arts less than the General Medical Council prescribed?—Yes.

8567. And the General Medical Council is the most competent body, knowing all about medicine and the profession, to prescribe what amount of arts can be safely imposed?—Certainly.

8568. It would not be desirable discussing that with regard to a particular university to leave out that confidence in the General Medical Council?—They are best able to judge of medical man, being medical men themselves.

8569. And medical men of a very high order?—Of the very highest order.

8570. And they are anxious to get as many well educated medical men into the profession as they possibly can?—Yes.

The Commission adjourned to next day.

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FOURTEENTH DAY—WEDNESDAY, JUNE 25TH, 1884.

Dublin. June 25, 1884.

AT THE COMMISSIONERS' OFFICE, CASTLE-STREET, DUBLIN.

Present—R. P. Carton, Esq., Q.C., Chairman.

Rev. Gerald Molloy, D.D., F.R.U.I.; George Johnstone Stoney, Esq., M.A., D.Sc., F.R.S.; Professor William Jack, LL.D.; and Deputy Surgeon-General Jeffery A. Marston, M.D.; with N. D. Murphy, Junr., Esq., Secretary.

Michael Buckley, esq., examined.

Michael Buckley, esq.

8571. Chairman.—You are a Professor in St. Vincent's College, Castleknock?—Yes; I am Professor in Classics and of Elementary Mathematics.

8572. Where were you educated?—In St. Colman's College, Fermoy.

8573. How many years were you in St. Colman's College?—Two.

8574. When was that?—I do not know the exact year; it must be about 1863.

8575. From 1863 to 1865; is it?—From calculation I think so.

8576. Before you were professor at Castleknock were you teaching in any other school?—Yes, I was for fourteen years in St. Finbar's Seminary, Cork.

8577. When did you leave St. Finbar's?—Last January twelve months.

8578. Then you were there the preceding fourteen years?—And perhaps for a somewhat longer period.

8579. While you were in St. Finbar's Seminary, and teaching there, had you any students passing through your hands who afterwards went to the Queen's College, Cork?—Yes.

8580. What did you teach in St. Finbar's?—For some years I taught Latin, Greek, English, and mathematics. But during the last seven or eight years that I was there I taught classics exclusively; and since the establishment of the Intermediate system, only Greek.

8581. You are anxious to lay some evidence before the Commission?—Yes.

8582. What is the evidence you are desirous to give us?—I have prepared for several years, since 1871, for matriculation in the Queen's College, Cork. My first pupil was in 1871. I have been preparing students for matriculation in the Queen's College, Cork, since 1871; for the first years not very many, but for the last three or four years I have had a good experience of the examination. I have prepared altogether about twenty-eight.

8583. That is during the fourteen years?—Yes; but principally for the three years before the dissolution of the Queen's University.

8584. Had you an opportunity then of knowing what was the standard of knowledge required to pass the matriculation examination?—Fully; both from my experience as a tutor, and also from communication——

8585. I would rather you would tell us from your own experience?—Yes. Some of the students were very competent, but I consider, and you will be able to judge from the course and length of time of preparation, that the classical education of others must have been very defective. I have made a few selections here. Dr. Hutch, the President of St. Colman's, referred to two of my pupils as being prepared by "the grinder in Cork."

8586. Rev. Dr. Molloy.—Are you the grinder he referred to?—I am. These two were pupils of St. Colman's, and came to grind with me, and Dr. Hutch correctly stated the short time in which they made up Greek. They paid almost exclusive attention to Greek, except to keep fresh their knowledge of Latin. I have the name of another pupil who commenced the Latin grammar and the Greek alphabet about ten weeks before the matriculation examination, and he passed at the matriculation.

8587. Chairman.—Did he in that ten weeks' preparation acquire a competent knowledge of Greek?—I state the length of time to show that his knowledge must have been very defective—very superficial.

8588. He studied under you for the ten weeks?—Yes. He could not pass a critical examination.

8589. Write the two first that Dr. Hutch referred to?—[Witness wrote the names.]

8590. You said he had only a superficial knowledge of Greek?—Of course he must have had, and of Latin also.

8591. Was he fit, in your opinion, to commence university study?—He did not take up the arts course at all. He entered for medicine.

8592. Which of these are you speaking of?—The three entered as medical students.

8593. Have you any other instances there that you wish to bring under our notice?—Two others commenced with me something about the same time. They had little preparation before they came to me; what I consider equal to about two month's reading under me, and they also matriculated at the same examination.

8594. Had they a competent knowledge of either Latin or Greek?—I would say not of Greek, particularly one of them. I do not wish the names to be published.

8595. No. We require the names to be given, not for the purpose of publication, but for the purpose of identification?—[Witness wrote the names.]

8596. Did those two students go in for medicine or arts?—For medicine.

8597. Did you send up any student during the four years who went in for the arts course?—Yes. The first student I sent in obtained a scholarship. That was in 1871.

8598. How long had he been with you?—He had read, what corresponded I would say at present to a respectable pass in the junior grade. He had read in St. Colman's College, Fermoy.

8599. Put his name down there?—[Witness writes his name.] As I said, he had read what I would consider a very respectable pass, perhaps a pass with honours.

8600. In the junior grade?—In the junior grade. He commenced with me in the beginning of May, and read under me from that until October, and obtained a scholarship then.

8601. Are there any other cases you would like to mention, Mr. Buckley?—One commenced about twelve months before the examination. He knew nothing of Euclid, algebra, Latin, or Greek, and he passed after about twelve months' preparation. For a good part of the year, I should think about half the time, he had three lessons a week of an hour each.

8602. Dr. Stoney.—What is his name, please?—[Witness writes his name.]

8603. Chairman.—Did he go in for medicine or for arts?—For medicine, I think. I am not sure whether he entered the college directly—whether he took out his lectures in that year or not. In reference to the arts student who obtained the scholarship, perhaps I would extend his knowledge when he came to me a little more, but I would not put it to an honours pass in the middle grade. It was between a pass in the middle grade and honours in the junior.

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DUBLIN. *June 25, 1884.*

Michael Buckley, esq.

8604. Rev. Dr. MOLLOY.—What does honours in the junior grade and in the middle grade exactly mean?—I think it has been forty-five per cent.

8605. It has been forty-five. It is to be in future fifty per cent.?—He had not read as much Latin and Greek as would correspond to the combined courses of the junior and middle grade of the Intermediate.

8606. CHAIRMAN.—Are you able to tell us, from what you saw during the fourteen years, what was the standard required to pass the matriculation examination in Queen's College, Cork?—I must say it was exceedingly low. You may be able to judge of it from the very short time candidates took to prepare. I do not think a critical study of the authors was required at all. There was no searching examination in the grammar nor in the parsing of the authors. Those who were going in for examination in Latin were under the impression that a good reading and a good translation would carry them through without any parsing. Of course they got a few questions in parsing, but they were all under the impression they could pass without any parsing. I find it necessary to protest against the system that I adopted myself in the preparation for this examination. Very early, in fact a week or so after commencing, I let them get translations, and work up the grammar and the translations simultaneously. They ran over a book or two—two if they had time, and one if they had not time, and then ran chance for the other; but I would say, as I said before, that some of them would come off respectably at any examination. There was one student whom I intended for a good part of the year to send in for a scholarship, but both he and I were hard pressed, and I did not send him in. There were others also equally proficient. I am not now speaking generally of those whom I have prepared. I have taken a note of twenty-two out of this number, and I think from my knowledge of the Intermediate, they would not get a pass in Greek in the junior grade, and a considerable number would find it hard to get a pass in Latin in the junior grade.

8607. Rev. Dr. MOLLOY.—You have compared the standard of matriculation in the Queen's College, Cork, with the standard required at the Intermediate Education examinations?—Yes.

8608. Have you had much experience in preparing boys for the examinations of the Intermediate Education Board?—Yes, since it was established.

8609. Where?—In St Finbar's, Cork.

8610. And did you not say you came from St. Vincent's, Castleknock?—Yes.

8611. You do not mean at Castleknock?—I have been only twelve months there. In 1879, one of my pupils got first place of all Ireland, 892 out of 1,000, in junior Greek. In 1880, one obtained second place, 815 out of 1,000, in senior Greek. Two of my pupils obtained first and second place at the "Solicitors' Apprentices," in 1883.

8612. CHAIRMAN.—Try and answer Dr. Molloy's question.

8613. Rev. Dr. MOLLOY.—That is highly creditable, but I want to know the extent of your experience in preparing boys for the Intermediate examinations?—I have been engaged in preparing for the examinations from the commencement at St. Finbar's, Cork.

8614. How many students went up from that school to the Intermediate?—I think on an average about forty or fifty; but these were not all prepared by me.

8615. I think I may assume that a large proportion of these students were successful at these examinations?—Yes, in 1879, I sent in, in middle Greek, 11. They were very successful.

8616. You had abundant opportunity for knowing, both from the programme of the Intermediate Board and from the educational standing of the boys who went up, what was the amount of knowledge required for the three grades?—Ample opportunity.

8617. You think some of the students who went up from you and matriculated successfully in Queen's College, Cork, did not come up to the standard that would be required for passing the junior grade at the Intermediate examinations in the same subjects?—In classics, that is my opinion as regards the greater number; but a few had actually passed in the junior grade, and then matriculated at the Queen's.

8618. Besides teaching at St. Finbar's, Cork, you also had an establishment as a private grinder?—Yes.

8619. Did you find your method of teaching your pupils was influenced as a private grinder by the character of the matriculation examination in the Queen's College?—My system is diametrically opposite to the one I adopted in preparing for the Queen's College.

8620. It was influenced?—Yes.

8621. Explain how?—I had in view the success of my students at the examination, and I directed my teaching to that object alone without any regard for their intellectual training. I aimed simply at their passing the examination, and I took the easiest, quickest, and surest means to secure success.

8622. What did you find to be the easiest and quickest means to prepare a boy for matriculation at Queen's College, Cork, in classics?—I first gave him the outline of the elementary principles of the Latin grammar, and a little of the Greek. After a week or a fortnight at the Greek grammar, I let them get a word for word translation—those books of Giles, and with that another book to train the eye to the text. I gave them a lesson in the grammar and Xenophon simultaneously, and let the two go hand in hand, but my great object was to make up the translation.

8623. Dr. MARSTON.—It was a system of rapid cramming?—Rapid cramming without any learning.

8624. That is what you aimed at?—Yes.

8625. Rev. Dr. MOLLOY.—Would it be correct to say that your object was to enable them to pass the examination rather than to understand the fundamental principles of the language; and that they did succeed in passing, though they did not know the language?—That is my opinion; yet while that was the case, there were some that did.

8626. If it were not that you were preparing the students for matriculation in Queen's College, Cork, would you have followed that system of teaching?—No; I would follow the very opposite; I would not allow a translation at all. I would have them analyse the sentences and parse. I pay very little attention to translation or beauty of language; and devote more time to a critical examination of the structure of the language, under the impression that when they afterwards became masters of English they would be able to polish their style, and give the ideas of the author in a fluent polished style.

8627. In preparing your students for matriculation in Cork, did you teach them to frame sentences in Greek and Latin?—Never.

8628. If you had been left to your own ideas about education, would you consider that an important element in teaching a classical language?—Yes; and both with my private pupils, and in schools and colleges, that has always been my practice.

8629. Dr. STONEY.—There were other subjects in the matriculation examination besides Greek and Latin?—Yes.

8630. And you do not speak at all about the preparation of the candidates in reference to those subjects?—I had not much to do with their mathematics. There were a few instances in which I did take mathematics up; but only in a secondary way. The students who read with me were generally better prepared in arithmetic and Euclid than in classics; but there is one before my mind to whom I refer. He did not know the definitions of the first book of Euclid nor algebra, nor Latin, nor Greek. He commenced with me—I do not know the precise month, but, I think, in either October or November. (*Hands in his name.*) And in the October of the following year he matriculated.

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8631. Professor JACK.—He was twelve months with you?—I think twelve months; something over or under.

8632. Dr. STONEY.—Did they, in all cases, matriculate directly? Did you grind them up to the time of matriculation in all the cases?—In all the cases.

8633. Professor JACK.—I suppose the system you mentioned just now of having a word for word translation, has been adopted a good deal by educationists?—I do not know; but I do not think it would do under the Intermediate.

8634. It is a system on which some educationists have a different opinion; but you did not pay very much attention to style. I suppose you thought that style came by nature afterwards?—It came afterwards by the study of the English authors. Boys acquire the English idiom by reading English authors, and then they convert the foreign idiom into the English, and express it in a more fluent and purely English style, than any efforts of a teacher would enable them to do while their ideas are crude.

8635. When you prepare students for other examinations you adopt the same course of adapting your teaching entirely to the examination?—Principally to the critical part of it—to the passing.

8636. Your object, generally, is to ensure that they pass?—That is one object; but I have also the other object, namely, general teaching, the training of their minds.

8637. That is, as a teacher; but I am separating you just now as a teacher, and, as what you call, a grinder?—As a grinder my object is always that my pupils should succeed.

8638. Dr. MARSTON.—How long had the boys been at your school who were so exceptionally successful in taking high places at the Intermediate examinations? Can you give us an idea?—I should say they commenced at their childhood. It is hard for me to speak in regard to all.

8639. Several years?—Several years. They commenced their classical training at our college. I may say that of them all.

8640. Have you had any opportunities of testing the educational standard of the boys who were so badly prepared after they had left the college?—Not in the case of any of those I have mentioned.

8641. Do you happen to remember any that you came in contact with after they had left the college—those boys that were so badly prepared when they went into the college;—did you happen to know them after they had left, and if so, in what state was their education then?—One of these prepared with me afterwards; I forget what examination; I think it was the Solicitors' Apprentices. I do not know whether it was before or after his matriculation in the Queen's College. At all events, after he had matriculated, he read with me the course he was reading in the College.

8642. You say that you sent up a lot of boys for matriculation examination who were badly prepared when they got into the College, and went through the course in the College. Had you any opportunity of seeing those boys after they had finished their course, and what was their educational standard then?—One obtained a scholarship at entrance, and who succeeded all through his College course in obtaining scholarships. He was excellently trained.

8643. Can you speak of any of the others?—I have not had any knowledge of any of the others that had passed through me.

8644. Professor JACK.—Is he one of those whose names you have put down here?—He is the gentleman who obtained the scholarship in 1871.

8645. Mark him, please?—Yes. [*Witness indicates the name.*]

8646. Dr. MARSTON.—With regard to any of the others, you do not know?—I have no knowledge of the others.

8647. You mention the case of a boy whose education for the matriculation examination was comprised in one year, and you say that he had read for one hour in three days in the week only. Did he pass the matriculation examination in Cork?—Yes.

8648. Did you see him afterwards?—No; I left Cork the Christmas after the matriculation. I think it was in 1882 or 1883, and I left Cork the January afterwards.

8649. Am I to understand that he had no education before he came to you for this one year?—Little or nothing of English, little or nothing of elementary mathematics, no knowledge of classics. He was educated in a remote country district. His knowledge of English grammar was very imperfect indeed, so much so that I took up the English grammar with him.

8650. Could not you answer my question more fully?—He was educated, as I said, in a remote country district, and his knowledge of grammar was very imperfect, and the friend who sent him to me wished that his English education should be principally attended to, so at first I took up his English alone, without including mathematics even. I then added classics. But in reply to your question, his education in English was very defective. He had, as I said, no knowledge of Euclid or algebra, while his knowledge of grammar and parsing was most defective.

8651. Did he know anything of Latin or Greek?—No.

8652. Nothing whatever?—I do not know that he had ever taken a Latin book into his hand. He commenced his first declension with me at all events.

8653. Did you see him afterwards?—Just on a visit to Cork.

8654. What became of him?—He was in Cork when I saw him last. He was attending lectures in the Queen's College; but I do not know whether he took all the lectures belonging to the course of his year.

8655. Do you make any difference between the matriculation examination of a purely examining body, and the matriculation examination of a teaching college or university?—I hardly understand what you mean by the distinction.

8656. Perhaps you have not experience of that?—Perhaps if you explain it, I will be able to answer.

8657. I won't press the question then. You say one man had ten weeks' training in Cork, and he could not have passed a critical examination. I would like to know, in reference to the matriculation examination, in what sense you use the word "critical"?—By "critical," I mean in classics, to be able to take up any word in a sentence, and tell the case if a noun or an adjective.

8658. You think that a matriculation examination should be critical?—That is my opinion. Candidates ought to be able to explain the construction, and know parts of the verbs, and conjugate them.

8659. Can you tell us whether there are a sufficient number of schools about Cork, to which students can go for a scholastic training?—I think there are many; a good many schools.

8660. Good schools?—Well, I can say that of St. Fin Bar's, with which I was connected. It is a very excellent school; and I may tell you what I forgot to state, that one of our pupils, who read the middle grade with us, matriculated in the Queen's College, and was advanced by his professor from reading the first year's course to the second year, in consideration of his good knowledge of Greek. He thought it would be partly a waste of time to be reading the elementary course of the first year.

8661. I wanted to know about the number of good schools?—But in reference to that I am now quoting from myself.

8662. What was the size of your school may I ask? What was the number of boys, on an average, in your school?—Varying from 100 to 150.

8663. Were there many schools of that size in the neighbourhood of Cork?—The Christian Brothers have schools numbering 1,000 pupils.

8664. They are of the same character?—I do not

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DUBLIN. June 25, 1884.

Michael Buckley, esq.

know if they teach classics. If they do, they do not do it exclusively. They teach French and English in all its branches.

8665. Am I to understand there are many schools of a character similar to yours in that neighbourhood?—There is a number of private schools; but ours is a public school. St. Colman's College, Fermoy, is not very far from it.

8666. Rev. Dr. MOLLOY.—You have given us an account of the method which you have followed in preparing your pupils for the matriculation examination in Queen's College, Cork. Did you follow the same method in preparing the boys for the examinations of the Intermediate Board?—Not at all.

8667. What difference did you observe in the preparation of the boys for the examinations of the Intermediate Board?—I sometimes went over the translation of the lessons in advance for them. I went over, on the day before, the chapter that they were to have the following day, to give an idea of the general sense of it, and in going over the chapter again, I examined very closely. I devoted a good part of the first portion of the year to writing Greek. Then as soon as they were able to get into the style of writing it, I let them depend a great deal on themselves, and I paid more attention to the authors.

8668. You are aware that there is a rule of the Intermediate Education Board, that a student must get twenty per cent of the marks assigned to grammar, in order to pass in the language?—Yes.

8669. Did that influence your method in preparing for the examination?—Certainly.

8670. You found it necessary that they should be well grounded in the grammar?—I always found this: I take greater pains to secure a pass in the grammar than in any of the other subjects, for fear they may fail through a want of knowledge of grammar.

8671. In preparing for the Intermediate examinations, did you train them in framing sentences in Latin and Greek?—Yes. On the black board.

8672. That was what you used the black board for?—For doing the exercises on.

8673. That is, to show them how to construct sentences in the language you were teaching?—Yes, and if there were any synonymous words, I would ask a number of boys the variety of words in Greek, which was principally my subject, for the corresponding English word, to increase their vocabulary.

8674. Do the examinations of the Intermediate Board come up to what you meant to convey by a critical examination?—I think they are as near to it as I would wish; but I think, that the Intermediate examinations require too much matter for each year. I believe that the students have not sufficient time to digest the authors; that they are obliged to hurry over them too rapidly. For my own part I would not do much more than half or two-thirds of the work.

8675. We cannot change the programme; we have no power to interfere. I want to know how your teaching was influenced by the character of the examinations. Did you find it necessary to give the students a "critical" knowledge?—Yes.

8676. But in preparing for the Queen's College, Cork, you did not find it necessary to give them "critical" information?—No; merely translation, and as much grammar as would enable them to understand the author.

8677. That might be a good deal?—I mean what would help them over; but their knowledge of grammar was superficial, and I never intended to spend the time at it.

8678. Do you think the students whom you prepared for the examinations of the Intermediate Education Board were more thoroughly grounded in the fundamental principles of the language than those whom you prepared for Queen's College, Cork?—Than those I prepared generally. There were a few of the Queen's College students, however, who were quite equal, if not superior, to some of those that I prepared for the Intermediate.

8679. Professor JACK.—That particular country boy—what age was he?—About seventeen or eighteen.

8680. Was he a bright boy or a slow boy?—I cannot well say. He had average talent I suppose.

8681. A kind of ordinary sort of boy?—Yes.

8682. Did he work well during the year he was preparing with you?—He worked fairly.

8683. During half the year he presented himself to you for about three hours in the week?—Perhaps my arrangements were a little irregular in that way.

8684. He presented himself for some time about three hours in the week?—Three hours in the week.

8685. Was he three hours in the week, or was he reading by himself?—He was preparing for it.

8686. He was working hard for the twelve months?—Yes. Towards the end he joined a class.

8687. Dr. STONEY.—Was he instructed by anyone else during the twelve months than by you?—No; he was under no other tutor, and got no other teaching.

8688. CHAIRMAN.—Is there anything else you wish to add?—I wish to say, in reference to these students, that they possessed as much talent as those that I have prepared for other examinations, but when they were preparing for easy examinations they did not exert themselves with the same energy as if they were preparing for a more difficult examination.

8689. Professor JACK.—You did not polish them more than you thought necessary?—It is very easily understood that when going in for an easy examination boys will not work so hard as if they were going in for a difficult examination.

The Hon. Taylor Allen.

The Hon. TAYLOR ALLEN examined.

8690. CHAIRMAN.—You are a former pupil of Queen's College, Cork?—I matriculated in Cork.

8691. I find you got a scholarship in arts in 1855–56?—Yes, in science.

8692. You did not graduate at the College?—No; I never went to a degree.

8693. And you are now in the Indian Civil Service?—Yes.

8694. You wish to give some evidence to the Commission?—Yes; I desire to speak up for the College.

8695. How long were you there?—I left for India in 1860. The last year I was practically in Dublin.

8696. Do you recollect the year you matriculated?—In 1855 I got a science scholarship at entrance.

8697. And you left in 1860?—I left very near 1860.

8698. We will be happy to hear what you have to say?—I have very little.

8699. What post do you hold in the Civil Service?—I am at present the Legal Remembrancer of the Government of Bengal, and Member of the Legislative Council of Lower Bengal.

8700. Did you pass into the Civil Service direct from the Queen's College?—Yes; in 1859 I passed the first examination.

8701. And getting no other preparation except what you received at Cork?—None whatever.

8702. What do you wish to tell us?—I wish to tell you that I have a very high opinion, and feel very grateful to the Queen's College, Cork; and I have met very many men from various universities in India, and it is not now, but years ago, I was particularly struck by the apparently superior intellectual capacity of the men who came from the Queen's Colleges. They have a better grasp of strange subjects. You see, in India one has to deal with a vast variety of subjects; to report on all sorts of things; and I have decidedly formed an opinion that as a preparation for that sort of general knowledge the Queen's College curriculum was admirably suited.

8703. Have you had opportunities in India of meeting with men who had been educated in the

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Queen's Colleges?—Yes; I have several friends there who hold the highest positions in India at present

8704. These are the opportunities that give you the means of forming the opinion that you have just told us?—I have met men from all universities. Up to the time I went to India none entered the Civil Service except from a university, and consequently the men I have been drawn into contact with have been educated at the various English or Irish universities.

8705. Rev. Dr MOLLOY.—Could you give the Commission a general idea of the standard of education required from students entering Queen's College, Cork, in your time?—It is a long time to remember. I got a science scholarship at entrance.

8706. I speak of the matriculation examination?—The matriculation examination I passed through easily. I was sufficiently qualified to pass without difficulty.

8707. I believe everybody else passed it without difficulty?—I do not know that it was so; but allow me to observe the matriculation appeared to me a very secondary matter. It was the sessional examination at the end of the year, determined a man's promotion. For various reasons I entered the Queen's College, Cork, after four years of absolute neglect of classical reading of any kind. I entered in science on what I had learned in an English school. Finding myself incapable of following the classical studies, I dropped a year, and in that way pulled up my lee-way. At the Indian Civil Service Examination I got fair marks. I do not think students attach much importance to the matriculation, except for losing a year's time and fees.

8708. The students did not attach much importance to the matriculation?—I did not think they did except for losing their money. They could always drop a year.

8709. Do you happen to remember about the middle of your career, a Commission was issued by Her Majesty, to inquire into the standard of education in the Queen's Colleges?—I do not remember the Commission. I remember an attack on the Queen's Colleges, and the talk then was that Galway was about to be abolished.

8710. CHAIRMAN.—That was later?—No; it was about that time when I was leaving that it was said that Galway was certainly doomed.

8711. Rev. Dr. MOLLOY.—This Commission sat in 1857?—I do not know anything about it.

8712. At that time, you say students did not attach any importance to matriculation?—No; I do not say any such thing. I say that undue importance has been given in this matter to the matriculation examination.

8713. Then you do not agree in the opinion of this Commission?—I do not know what the opinion of the Commission is.

8714. The matriculation examination "must therefore be always maintained at a high standard, as indicating the termination of school education, and the starting point of college studies. Nothing could, we conceive, be more injurious to the interests of education than a low standard of matriculation examination as the preliminary qualification for College pursuits?"—I entirely differ from that opinion. It is the sessional examination which determines promotion in the following year. I may tell the Commission, on the occasion when I was matriculated, there was a student who was going in for engineering, and the standard of engineering was supposed to be something lower than the arts standard. He was certainly very backward in arithmetic, but none the less he matriculated, and got his education at Queen's College, Cork. He managed to pass his sessional examinations. I met him the other day at Darjeeling. He was chief engineer on the Railways north of the Ganges, and one of the most successful engineers of his standing who went to India. His name is Walker.

8715. Professor JACK.—This gentleman entered the portal of Queen's College, Cork, through the examination being easy, and distinguished himself afterwards?—He owed his education to the Queen's College. If they had turned him out, I do not know what would have happened. He is now certainly one of the most successful men of his standing.

8716. What is his Christian name?—I cannot recollect.

8717. The sessional at that time was at the end of every year?—Yes. In October, 1855, Walker was admitted.

8718. Francis Walker is the name; he got an honorary degree in 1882?—I met another engineer, Ledger, going through college at the same time. He is now assistant-secretary of the public works department attached to the railways. His engineering education was got at the Queen's College.

8719. Your observation about the broader education you find these men got, perhaps you could explain it. The education covers I suppose a larger and wider number of subjects which opened their minds more?—It puts them in the way of getting more accurate knowledge of a variety of matters. You have in the course natural history. Now a distinguished scholar may not know a bit about it.

8720. In Oxford and Cambridge you will get that now and then?—There is a certain amount of metaphysics and logics in the course. It comes in as a necessary part of the education more in the Queen's than elsewhere.

8721. Your impression from the results of that education was that it was so wide as to broaden their minds and make them completely all-round men?—They were educated in the proper sense of the word. Their intellectual faculties were developed, and if they wanted to go deep into a strange matter they knew where to look for information. I do not know whether other things entered in; but, as a fact, my acquaintances, educated in the Queen's Colleges, are the most successful men in India now. I can give the names if necessary—two Judges of the High Court, one in Bombay, and the other in Calcutta. Mr. O. Kinealy, Judge of the High Court in Calcutta, was educated in Queen's College, Galway. I will not say what his character is there, but the fact that he is Judge of the High Court is enough. Another distinguished Galway student, Macaulay, commenced his career in India as my assistant, and he is undoubtedly the most successful man who went out to India.

8722. Those came from Galway after it was supposed to be doomed?—Subsequent to the period of abolition. There is another man from Belfast, Secretary of the Financial Department of the Government of India, D'Barbour, a couple of years junior to me. I am speaking merely of the Bengal men. Then there is West, who was educated at Queen's College, Galway.

8723. Dr. MAHAFFY.—Pardon my asking, but the position you hold in India is one of eminence and responsibility?—It is the highest legal appointment under the Government of Lower Bengal. I say under the Government of Lower Bengal. The High Court is under the Government of India. That is the only appointment considered superior.

8724. Do you wish the Commission to infer that you owe your success to Queen's College, Cork, in a great measure, apart from natural capacity?—I won't put the capacity highest, but I say that industry and the education I got at Queen's College undoubtedly did it.

8725. And you wish them to draw a similar inference as to the other distinguished men you have mentioned?—I think it is enough to answer for myself. I am quite sure the others would not have gone to India, if it had not been for the Queen's Colleges.

8726. Dr. STONEY.—You did not take a degree in the Queen's University?—No.

8727. Neither did Mr. Walker, and these are two of the many instances in which the success of the education given in the Colleges enabled men to get out

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DUBLIN. June 24, 1884. The Hon. Taylor Allen

into life before they had taken their degrees?—About my case, it was simply that after the first year at college I determined to go in for the Indian Civil Service, and I subordinated everything to the subjects likely to succeed there. I paid greater attention to classics than was necessary to go through the curriculum, and I omitted other subjects that were in the curriculum.

8728. How many years were you in Queen's College, Cork?—I entered in 1855, and my studies in Queen's College, Cork, were over in 1859.

8729. Professor JACK.—I suppose you may have noticed that the opinions expressed by a Commission are sometimes fallible?—I fancy the opinion of a Commission is generally the resultant of a variety of forces.

Rev. J. E. Reffé.

The Rev. J. E. REFFÉ re-examined.

8730. CHAIRMAN.—You are anxious to give us some further evidence?—The last time you kindly asked me to speak about the success of our school. I had mixed up my evidence with a great many other schools, as I did not wish to speak simply of our school only, and on that account I could not put my hand directly on the results as they were, except in a very imperfect way, and so I thought it was better to defer the matter until I should look over the subject.

8731. You gave us a number of instances the other day which you were good enough to say you would hand in as soon as tables were prepared. Is that the class of evidence you now wish to offer?—No. You asked me that at the beginning, in order to refute some statement which had been made, and which at that time it was not in keeping with the scope of the Commission that I should give evidence to refute—some statement that had been made down in Cork as to the teaching of the schools, it being said that there was no decent teaching outside the Queen's College.

8732. What do you wish to lay before us now?—I wish to speak, from my own knowledge of our school, about the teaching and the quality of the teaching.

8733. I understood you did tell us all about that?—No. I did not say anything on that.

8734. Professor JACK.—I thought a great deal was said about it?—Only our own school.

8735. CHAIRMAN.—Do you want us to see the very successful and good teaching in your school by referring us to the success of your pupils in the examinations of the Intermediate Education Board and the Civil Service?—The Civil Service and the Royal University.

8736. We will take from you any tables that you are good enough to give us?—If you allow me to summarize in two words what I have to say. In the Intermediate examinations, out of 392 exhibitions awarded in June we had eighty-eight exhibitions. There were twenty-three medals.

8737. We must take care that the evidence is kept within reasonable limits, and we cannot allow this Commission to be made the means of advertising any particular school?—I did not like to do so the other time.

8738. And, therefore, I will ask you now simply to hand in the table without giving any encouragement as to its appearing or not; but I may tell you on my own part and on the part of the other members of the Commission, that we have in the printed reports of the Intermediate examinations, and in the reports of other public bodies, abundant evidence of the success of the teaching of the French College, Blackrock.

8739. Rev. Dr. MOLLOY.—I think it would answer all purposes if you hand in a complete list, such as will represent the success of your college, and the Commissioners will give it every consideration.

8740. CHAIRMAN.—Certainly.

8741. Rev. Dr. MOLLOY.—If you wish to make a few general remarks in reference to your list, I think the Commissioners will hear it.

8742. Professor JACK.—There is no use going into detail here

8743. CHAIRMAN.—It renders the notes of inordinate length?—I wish to refer to one case in the junior grade, in 1879, when the student got 158th place; now, to show you the unfairness to our students who do not go to the Queen's Colleges——

8744. We have nothing to do with that. The other day you read out some instances, and promised to hand in tables which were offered by you, and intended to show that boys who succeeded badly in the Intermediate examinations, nevertheless, when they went to the Queen's College, got on very well there. Is this case that you are going to give us now a case of that class, or an additional one?—It is an additional one, and considered in a different light. I am prepared to show that this boy who got a scholarship in the Queen's College immediately after the Junior Grade Examination got 158th place in the junior grade. Another got 125 places above him, in the junior grade, in 1879. He went through a regular course, spent three years at an intermediate school and went through the middle grade, in which he got an exhibition, and in the senior grade he got the twenty-second place. He failed to get an exhibition, because there were only fifteen given. Then he matriculated in the Royal University, and when he came to the Royal University he got only a second exhibition, which was worth £12, after three years' additional training.

8745. Did he go to the Queen's College?—No, he remained with us.

8746. We can only take evidence where there is a point of contact between the French College, and one of the Queen's Colleges?—The point of contact here is the difference of standing these two students held in the junior grade, one got 158th place, and he went directly after, going no further, to the Queen's College, and the other remained behind for three years longer, got a training, and at the end of his training he entered the Royal University, and he did not in the Royal University get more than a second class exhibition.

8747. That is a very serious question, but it has not been referred to us to determine. I want you to understand, as I tried to explain to you the other day, that we are here inquiring into only a limited number of matters. We are most anxious to give you the fullest opportunity of telling us everything which you consider comes within the range of these four matters. We give you now the opportunity of sending us any table which will show the result of the teaching in the Blackrock Colleges. That seems to me to be what you want. You want, as you said the other day, to refute the statement, that there were no good schools in Ireland. We will take the table from you; but a table of that kind is much more easily understood, and mastered, than taking it *viva voce* from the lips of a witness?—I wish to refer to a question. The last time I spoke about a student having been taken away at a very early age. I mentioned two cases. I thought the question was buried about this, whether children have been taken away from us. I have now a third case on the list that I forgot to mention, because it has reference to a case in the Queen's College, Cork, where the student left us.

8748. Dr. STONEY.—Put down his name please?—(*Hands in the name*). He was twelve years of age when he entered, in September, 1875.

8749. Professor JACK.—Entered what?—With us. He left us in July, 1875. No. I find now he did not matriculate until 1877.

8750. CHAIRMAN.—Had you the same system of registration as to age that you described the other day. You took his name down from his own lips?—Yes, he entered the Queen's College, Cork, after leaving us.

8751. What age would he be then?—Thirteen and

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a half. I may say that he and the two others I referred to were in the same class, and he was a very intelligent boy.

8752. What amount of knowledge had he when he left you?—A very fair amount.

8753. Would it have been sufficient to pass the junior grade in the intermediate examinations do you think?—Oh, yes, the junior grade, he would have passed that.

8754. Do I understand that you think he was much too young to be taken from school, and begin a university course?—I think so.

8755. Do you wish to say anything about the mathematical sizarship that was mentioned the other day?—I do not attach much importance to it, but the case was this—reference was made the other day to the student who presented himself at the late sizarship examination in Trinity College, Dublin. He failed by a few marks to get the sizarship, and it was stated that he was prepared in the Queen's College, Galway. That is not quite correct. He had been in Galway, he entered there I forget what year.

8756. Was he in Blackrock College?—He left Galway; he got a scholarship there the first year and the second year; then he entered the Royal University for the second university examination, and failed to get honours; then he came to us in October, 1883, after his Royal University examination, so that he was with us the whole year, and I must say that when he came to us his mathematical knowledge was fair, but, at the same time, it was not sufficient to enable him to proceed.

8757. He was mentioned by Mr. Tyrrell yesterday?—Dr. Maguire mentioned him. For the Royal University they are allowed to select a special course; one of them is mathematics and mathematical physics, for the B.A., but they must take honours.

8758 Did this gentleman study mathematics with you?—He was a whole year with us.

8759. And studied mathematics with you?—To the very last day before entering Trinity College.

8760. That seems to me to be all that we want now?—Except this ——

8761. I know; it was repeated to us that he had gone from Galway, and now we have the fact that he was nearly a year with you studying mathematics in the meantime?—Yes.

8762. Rev. Dr. MOLLOY.—I believe students come from your intermediate school to the several grades of the Intermediate examinations?—Yes.

8763. You do not generally prepare them for the examinations of the Royal University until they have passed through the successive grades of the Intermediate course?—We do not.

8764. You have sent up a great number of students both for the matriculation examination, and the first university examination, and the second university examination of the Royal University?—We have.

8765. And they have been very successful in gaining honours and exhibitions, as mentioned already?—So they have.

8766. I believe that the proportion of those who obtained honours and exhibitions was exceptionally large as compared with the number of those that went up?—Very much so.

8767. Do you think that this extraordinary success which you have had in gaining honours and exhibitions in the Royal University is due to the fact that before your students begin their university course they have passed through a complete school course?—Most certainly; the most successful amongst them are those that have studied longest.

8768. We shall have all the particulars in your tables. We heard yesterday from Father Delany that a large number of students commence their university studies in Queen's College, Cork, and Queen's College, Galway, after passing the junior grade of the Intermediate examinations?—I believe so.

8769. Do you not think it quite natural, and a thing to be expected, that your students should defeat them in competition for university honours and exhibitions, seeing that your students have passed through a complete course of intermediate education before beginning their university studies?—I think it is only natural; if he is fit to be prepared, the longer a man is being prepared the better he will be prepared.

8770. Your system of education is to carry your boys through a complete course of school work, and then to send them on to the university college?—As long as we are allowed.

8771. And you find the result to be that when they come to the university classes they are able to carry away an exceptionally large proportion of honours and exhibitions at the examinations of the Royal University?—I think our results show that.

8772. You promised to hand in a table, setting forth in detail the results you have obtained at the examinations of the Royal University, in illustration of this matter?—Yes.

8773. Have you got the list with you?—I have, the scholarships of the University. (*Hands in document.*)

8774. Are there any professors at your college who are examiners in the Royal University?—There are not, and we think it is rather a great grievance.

8775 Do you think that your students compete for honours and exhibitions at the Royal University under a great disadvantage against those colleges whose professors are members of the examining board of the Royal University?—They compete most successfully, still at a great disadvantage. They have not had the benefit of the lectures, and, I might say in very many cases, of the "grinding" of the examiners, and thus they come up utter strangers to the method and the system of these examiners, which must come out in the examination papers set by these professors.

8776. It is stated in a passage of the Scotch University Commission, which was quoted here yesterday, that no board of examiners can conduct their examination with fairness to the students, unless they have had some share in the teaching of those students. Do you agree with that view?—I do, to some extent, in this way, if the University, as I said already, is one homogeneous body, that is, if all the students partake of the same teaching and the professor has the same interest in all the candidates. I believe, however, that examiners taken outside the university, but who have had experience in teaching the same subjects, being along with the professors of the class examined, would give an additional value to the examinations.

8777. Supposing the view of the Scotch Commissioners to be adopted, and the examining board to be composed of professors engaged in teaching, do you think that a college is placed at a very special disadvantage if none of its professors are placed on the board?—Most certainly, a great disadvantage and a great injustice.

8778. CHAIRMAN.—May we take it that those several students who have got honours passed their examinations direct from your college?—Oh! yes.

8779. Professor JACK.—In all cases?—Yes.

8780. Does it appear in the face of the return?—In the calendar.

8781. CHAIRMAN.—Does it appear on the face of it?——

8782. Rev. Dr. MOLLOY.—It will appear in the Royal University calendar?—With this exception, perhaps, there may be one or two who matriculated from another college, but entered with us after matriculating in another college.

8783. CHAIRMAN.—For instance, you begin with a number of students who presented themselves at examination in arts at the Royal University in 1883, and the number who passed?—Yes.

8784. What we want to ascertain is whether when they went up for examination they went from your school?—Certainly.

8785. Look over the list and see if it is so with respect to all these names. It would be more convenient if you took the list and looked over it at your

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DUBLIN. June 25, 1884. Rev. J. F. Reffé.

leisure, and appended a statement that those students passed directly from Blackrock College?—I will do that when it is not the case. I gave the names of those who were reading in the College at the time with the honours they got.

8786. Rev. Dr. MOLLOY.—You stated that you also sent up a number of students who successfully passed examinations of the Indian Civil Service and other examining boards?—Yes.

8787. Have you given in a list of these?—It is simple enough, it is not very long.

8788. CHAIRMAN.—You gave a little printed list; that does not do it; it simply states the number of exhibitions won by a certain number of schools. What we want is the names and the dates.

8789. Rev. Dr. MOLLOY.—The date at which the students left your College and the date at which they passed the examinations, because we attach great importance to the relation between these two dates?—There was one in 1875.

8790. CHAIRMAN.—I am afraid I do not convey the difference between a table and oral evidence. We do not want this on our notes at all. We want you to make out the table and hand it in.

8791. Rev. Dr. MOLLOY.—You consider the examinations of the Intermediate Education Board a good test of the proficiency of the students examined?—I think so, and the principle of it is this, when all our students come out in the Intermediate examination, just in the order in which we would place them ourselves, with perhaps a difference of one or two that are higher or lower than we would place them. I spoke of previous places obtained by students coming from the same class in our own school, but on the whole, I think, the results answer exactly our own forecast before we send in the boys, and the places they get at the sessional examinations with us.

8792. I was also going to ask whether you consider the examinations of the Royal University, so far as you have had experience of them, a good test of the proficiency of the students examined?—I think so. The standard, I think, is rather high in which they are examined, but they can make fairly through in it. They may possess more knowledge than they can show as they are not examined in every thing they know but if they have any knowledge of the subjects they are examined in, they can show it; and their places at the Intermediate as well as the Royal University gauge that knowledge.

8793. As a general rule, do those students who stand highest in point of education, come out highest also in the results of the Royal University examinations?—Invariably.

8794. Dr. STONEY.—I omitted one name the other day in asking you about the candidates from your school who took honours in French or German at the Royal University. Do you know where Mr. Denis Calnan comes from?—That is one of the cases I referred to. He matriculated in another school and entered with us after matriculation.

8795. Is he an Irish lad?—Certainly.

8796. And he was the only Irish lad from your college that took honours in either French or German in the Royal University?—No.

8797. We went over them all excepting him. Edmond Jules Pariset is the first?—With your permission, Mr. Chairman, I do not think that that has much to do with the case at all, except it is meant to convey that we cannot teach French to anyone except he is French. I will give you proof of the contrary. I shall ask leave to refer to the Intermediate list. I cannot see the bearing of your question on the scope of the Commission whether the standard of the Queen's Colleges is what it ought to be.

8798. CHAIRMAN.—I beg your pardon, you must allow us to consider whether it is or not.

8799. Rev. Dr. MOLLOY.—Will you kindly answer the question; it is a simple question of fact?—It may be others did not go in in French. Calnan is not a foreigner; the students having a choice between Greek and Latin, and French and German, took up such subjects as they were likely to score highest in. I pointed out the last day Pariset's being a foreigner, and that he took first place in Latin, as well as first in French; moreover, in the Intermediate examination of the same year, he was third in English, in the senior grade, with 1,086 marks out of a possible 1,200.

8800. Will you look at the matriculation list of 1883, in the calendar. Have you got the matriculation with honours for 1883. Look at the list of honours in French; the first name is Edmond Jules Pariset?—Yes.

8801. Now look at the first place in honours in Latin, and tell me what name is there?—It is the very same, it is Edmond Jules Pariset.

8802 Do you think is a Frenchman placed at some disadvantage, in being examined in Latin through the English language?—I think so, I answered the question the last time.

8803. Look at the honours in English, and see who is first of the second class honours in English in the Royal University?—Edmond Jules Pariset was the fourth on the whole list.

8804. Do you think that a French boy coming up for examination in an Irish University, in the English language, was placed in circumstances of some difficulty, as competing with Irish boys in that language?—I should think so.

8805. You would not object to an Irish boy getting honours in Celtic?—No.

8806. Professor JACK.—How long has the French boy been at the French College, Blackrock?—He came in 1880.

8807. Therefore, when he presented himself in 1883, he had been three years there with you?—Yes, he graduated with us; he got an exhibition the very first year, and very high marks in English the first year, though he knew no English when he came. He got the second exhibition in his grade the next year.

8808. You need not trouble us with his history?—Very well.

8809. Rev. Dr. MOLLOY.—You teach French boys English, and English boys French?—Yes sir, and German too.

MICHAEL BUCKLEY, esq., recalled.

Michael Buckley, esq.

8810. CHAIRMAN.—You wish to offer an explanation in reference to the evidence you gave yesterday?—As regards the boy whom I prepared in mathematics as well as classics, perhaps it may have been two years he was with me instead of one.

8811. Dr. STONEY.—Was that this candidate (indicating the name)?—Yes.

8812. Professor JACK.—That was the boy we asked about, you said had been twelve months with you?—Yes.

8813. CHAIRMAN.—Whether a boy was reading one year or two years would make a very serious difference. We would be very glad to know which is correct?—It was only yesterday I thought of coming for this examination.

8814. You think it is two years?—I am not very sure whether it is one or two years. I will look up my note book, and by some little entries I shall be able to infer that probably it was two years instead of one.

8815. Professor JACK.—Your impression is it was two years, but you can ascertain the fact?—Yes.

8816. CHAIRMAN.—You need not trouble yourself to come back, but you can write a line to our secretary?—I will be able to ascertain.

8817. Professor JACK.—Are there any other facts which are in the same way doubtful?—I am not doubtful about any thing else.

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WILLIAM K. SULLIVAN, esq., D.SC., M.R.I.A., President of Queen's College, Cork, recalled.

8818. CHAIRMAN.—You wish to make an explanation, Dr. Sullivan?—There has been a good deal of stress laid upon the diminution of the number attending the Royal University in the medical faculty with regard to the first university examination in arts.

8819. There has been?—If you like, I have a table of the result for 1883, showing as affecting Cork, how the thing is telling. For example, for the degree examination in medicine there were fifteen Cork men passed out of a total of fifty-two; and sixteen in the second examination out of sixty-two. Now, all those men came in under the Queen's University. The moment we come to the first examination, out of forty-five there is a drop to six. These men came in under the Royal University. In the same way, for the diploma of obstetrics, out of a total of eighteen, Cork takes fourteen; and in surgery, out of forty-four, Cork takes eighteen. All those are under the former system, while under the new out of forty-five but six came in.

8820. Do you think, so far as you can form an opinion, that such diminution is likely to continue?—I hope not, but you see the chaos that is in the minds of the students at present has produced that effect.

8821. Perhaps you are not able to form an opinion. Do you think the first examination in arts will have a deterrent effect on students so far as the Royal University is concerned?—I think so. I maintained that up to the last division. We had many divisions on the subject, and I still hold it will completely break down the medical department of the Royal University. I am sorry, because I would wish it to be the other way.

8822. Professor JACK.—I suppose you do not think there is time to know what the effect of the Royal University regulations on medicine may be?—I do not. I gave totals showing a sort of recovery taking place in the Colleges. This bears on the point, seeing that after a little time recovery is beginning to be effected.

8823. * At the present moment you cannot tell whether it is going to be permanent or temporary, or whether it is going to go up as high as it was?—No, I will put in the table, comparing the number at matriculations and first and second examinations in arts for each province, for three years, in the Royal University, and distinguishing, in those provinces, the position of the Colleges as regards schools, it shows a tendency to recover.

8824. Rev. Dr. MOLLOY.—I think that clearly would be evidence, but at all events we will receive the paper and consider it afterwards?—It is simply a return taken from the documents.

WILLIAM J. M. STARKIE, esq., B.A., Cantab., examined.

8825. CHAIRMAN.—I believe you are one of the professors of classics in University College, Stephen's-green?—Yes.

8826. And a B.A. of Trinity College, Cambridge?—Yes.

8827. Where were you educated?—In several schools. I began at a private school in Cork kept by Dr. Knight.

8828. Do you recollect what year you entered Dr. Knight's school?—In October, 1872.

8829. When did you leave it?—I left in December, 1875.

8830. Where did you go to after you left Dr. Knight's school?—To Clongowes Wood College, in January, 1876, and I remained there till June—the end of the summer term.

8831. Did you study in any other school?—After that, in September, I went to Kingstown school.

8832. Dr. Stacpoole's, I suppose?—It was kept by Dr. Chambers at that time. I remained there till just before Easter, 1877.

8833. Where did you go to from that?—After a couple of months I went to Shrewsbury Royal School, in June, 1877.

8834. How long did you remain there?—A little over three years, until July, 1880.

8835. You then went to Cambridge?—I then went to Cambridge.

8836. How long were you in Cambridge?—I took my degree in Cambridge last June.

8837. What position in the tripos did you take?—First class.

8838. You got a foundation scholarship?—I entered Trinity College before I left school, in April, 1880, as a minor scholar, that is, before entering college.

8839. Professor JACK.—By competition?—By competition.

8840. CHAIRMAN.—Do you recollect, whilst at Dr. Knight's, whether any boys from his school used to go from time to time to Queen's College, Cork?—I distinctly remember that a good number used to go—from six to ten every year. I remember as many as ten one year certainly.

8841. Are you able to tell us in what state of preparedness were the boys?—Of course the boys that used to go up there for matriculation had been prepared in a book of Virgil or something like that, and a little of Xenophon, and a little grammar. But their knowledge of Virgil, as one gentleman said to-day, was derived almost entirely from Dr. Giles' "crib." At least that was sufficient knowledge to enable them to pass.

8842. Do you recollect any particular instance in which a boy got a scholarship whilst at Dr. Knight's?—Not whilst I was there. I remember the case of a boy one or two classes below me, and he obtained in classics a literary scholarship in 1876. I came across him afterwards a first year's scholar in 1877. He must have taken it in 1876.

8843. What class in the school was it?—I really forget what class they called it.

8844. Dr. STONEY.—What age were you at that time?—I was fifteen at Christmas, 1875.

8845. CHAIRMAN.—Looking back to the amount of knowledge the boys had when you were there, do you think the six or eight boys who used to go up every year were fit to commence university study?—Well, it depends altogether on what subjects they took up.

8846. Take Latin, for example?—I should think the lectures they would have been able to follow must have been exceedingly elementary.

8847. Did you attend any lectures in Cork?—Yes; I attended lectures in Cork after leaving Kingstown school. I was in doubt after leaving Kingstown school, and it was suggested to me by Mr. Purser, of Trinity College, who was my tutor at Kingstown, that I should go to Portora. When I went to Cork I called on Professor Boulger, and he advised me, in the meantime, to attend lectures in Cork.

8848. I do not want you to go into details?—I attended lectures for six weeks.

8849. Were they elementary lectures?—Distinctly elementary.

8850 What was the class of pupils?—First year's scholars. He tried to get an M.A. class, and found it was not practicable, so he asked me to read with the first year's scholars. Of course they had the books for the second examination. I read only Greek, a play of Euripides and Demosthenes.

8851. When you say the lectures were elementary,

* See Appendix III. B., Nos. 18, 19, 20.

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DUBLIN. *June 25, 1884.*

William J. M. Starkie, esq., M.A.

what do you mean?—He never touched on higher scholarship, but confined himself mainly to translation of the authors and parsing, and touched a little on the elementary rules of syntax.

8852. Dr. STONEY.—That was first year?—Yes.

8853. Rev. Dr. MOLLOY.—How many years did you spend at school, after you left Dr Knight's, before you went to a university college?—Five years.

8854. When you went to Cambridge did you get a scholarship?—I got a minor scholarship first, and was elected to a foundation scholarship afterwards.

8855. We have been told that it is easier to get a scholarship in Cambridge than in Queen's College, Galway?—I do not know anything about Galway.

8856. Is it easier than in Cork?—There are seventeen colleges in Cambridge, and the scholarships vary in difficulty.

8857. Speaking of Trinity College, what would you say?—I know it took me five years' extra reading to get one.

8858. Could you have matriculated in Queen's College, Cork, at the time you left Dr. Knight's?—Dr. Knight asked me to go for scholarship in 1875, and held out all possibility of success.

8859. Had you to pass a matriculation examination in Trinity College, Cambridge?—I got a minor scholarship, and that covered it. Those who did not get a scholarship, if they did sufficiently well, and satisfied the examiners, were allowed through without further examination.

8860. Can you give a general idea of the standard required for matriculation in Trinity College, Cambridge?—There were only a certain number of vacancies each examination, and no matter what number of boys came up only a certain number could pass; but they never allow anybody to pass unless they satisfy the examiners they would be able to pass the first university examination, called little-go in Cambridge.

8861. Is it one of the results of the high standard of matriculation in Trinity College, Cambridge, that they have a very high class of scholars?—The matriculation had nothing to do with the scholars.

8862. They get students of a high class for scholarships?—I never remember a case of a man failing to get his degree from Trinity College, Cambridge.

8863. Professor JACK.—In consequence of the great pressure at Trinity College they are able to pick their men?—Certainly. They have as many as 170 or 180 vacancies, and I have known 600 go in for them.

8864. Those that stand high get in. There are many colleges in which there is no matriculation?—I do not think there are many. I am not very certain. The principal colleges in Cambridge always have.

8865. In my time it was in Trinity and John's they had matriculation, but changes since that may have occurred?—In some colleges, like Jesus', they allow a man in if he has the reputation of being a good oar or a good cricketer.

8866. Do they make that a sort of gymnastic matriculation?—Certainly. Someone at Jesus started the idea of having a tripos in athletics.

8867. Rev. Dr. MOLLOY.—It appears that in some colleges a high standard of matriculation is maintained; in other colleges no examination is required for matriculation?—Certainly.

8868. Would you say there is a higher standard of education in the colleges where there is a higher standard of matriculation as compared with the others?—It is very hard to speak of the knowledge of pass men in Cambridge. The pass men are the *οἱ πολλοί*. They are put into classes in alphabetical order. They are told they have got through. The little-go everybody had to pass, both honour and pass men. After that examination the classes were divided, and there was the sharpest possible line drawn between honour men and passmen.

8869. How many would be plucked at the little-go in Cambridge?—It is very hard to say.

8870. What proportion?—I have known as many as 1,000 men go up, and 600 get through.

8871. What would be the proportion of those that go up from Trinity College, Cambridge?—I never inquired into the point; but I remember the case of a man failing to pass the little-go in the first year.

8872. Therefore the proportion of those that pass to those examined is nearly 100 per cent. in Trinity and about 60 per cent. in the University generally. Does not this show that a higher standard of education prevails at Trinity?—I think so. Of course in Colleges like Jesus, they cultivate athletics very much. Those men are never asked to pass examinations, I believe.

8873. Professor JACK.—Not even sessional examinations?—I do not think so certainly.

8874. I should a little doubt the statement?—I have known a man not take his degree for twelve years. In Trinity if a man does not take his degree before the end of his third year he is sent down.

8875. There are a good many pass men at Trinity?—Yes.

8876. In spite of the matriculation a great many elect ultimately to pass?—They must elect in the first term. Those who go in for high honours are almost all scholars of the College. Of course I refer only to candidates for honours in the classical and mathematical tripos.

8877. Would you have any means of judging whether the proportion of pass men to honour men in Trinity was higher or lower than elsewhere?—I think it was higher.

8878. You say the proportion was higher?—I say the pass men are more numerous than honour men, but I mean that out of the whole class of students more in proportion went in for honours in Trinity than any other College.

8879. In consequence of their being picked men?—Picked men for all the classes. They try for scholarships in Trinity, as the scholarships are more valuable than in the other colleges, and they get the picked men of course.

8880. Looking at the honour men in Cambridge, would not the small colleges take a good place as compared with Trinity?—I can only speak of the classical tripos, and in the first class there are generally from nine to fourteen men, and in the class of fourteen I have known seven Trinity men.

8881. On the other hand, you have known three Trinity men?—That is very unusual.

8882. It varies?—Of course it is uncertain.

8883. I suppose Trinity would have about one-third of the University, or not as much as that, about one-fourth?—I think the undergraduates number over 2,500, and there are something under 600 in Trinity. In my year there were 572.

8884. Dr. STONEY.—The judgments that you formed in reference to Queen's College, Cork, were formed at an early age—Yes, of course by the light of later years.

8885. How many years did you study after that before you entered Cambridge?—Five years.

8886. So that those judgments about Queen's College, Cork, were formed by a boy five years before he entered college himself?—I can speak of the knowledge I had at that time, and I can say that a student in a lower class than I was got a scholarship in Queen's College, and that was five years before I entered Cambridge. So it took me five years extra reading.

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CHARLES FREDERICK KNIGHT, esq., M.D., M.CH., Q.U.I., examined.

8887. DR. MARSTON.—You are a graduate in medicine in the Queen's University?—I am, and also an M.Ch. and physician of Mercer's Hospital.

8888. Do you hold any professorial chair?—Yes, in the theory and practice of medicine and pathology, and I am a Dublin grinder.

8889. Did you study at one of the Queen's Colleges?—Yes, at the Queen's College, Cork.

8890. How long did you study there?—I studied three years in the College, but I have been connected with the College and University for over twenty years.

8891. Did you study anywhere else than in Cork?—Yes; in London, and also in Dublin.

8892. Have you had opportunities of seeing the hospitals of London, Dublin, Cork, and other places?—Many opportunities—very many.

8893. Can you briefly state the impression you have formed in your own mind as regards the opportunities of education offered at those places respectively?—The opportunities offered in Queen's College, Cork, are remarkably good—in fact, far better than in Dublin in many subjects; in some subjects they are not so good. In my time the clinical surgery in Cork was not at all good compared with what it is in Dublin; the clinical medicine was much better.

8894. What time was that?—Between 1872 and 1875. The materia medica in my time was very bad, but the next year it was exceptionally good, and has been good ever since. Anatomy was very good; physiology was very good, but histology was not good. That has been also improved. We had then no histological museum, but the year before last I paid a visit to Cork, I found that was altogether improved, and they have now a splendid museum—in fact, far better opportunities for studying histology in Cork than in Dublin.

8895. What would you say about the physiological laboratory in Cork?—It is excellent, it could not be better.

8896. As I inspected it recently, I should be glad of your opinion to see how far it corroborates mine?—The histological laboratory in Cork is exceedingly good, and far exceeding anything we have in Dublin, with one or two exceptions.

8897. I am speaking of the physiological laboratory?—Yes.

8898. What would you say of the opportunities Cork offers as a medical college as compared with other colleges?—I would put it at the very first. If I were proceeding to study again, I would certainly study at Queen's College, Cork.

8899. The collegiate part of the course in the faculty of medicine is very good. Is it as good as regards the hospital practice?—No.

8900. Would you say that, in the number and variety of the cases the teaching in the hospitals was equal to the collegiate part—that is, the theoretical part of it?—Certainly not.

8901. Then would you recommend a man to remain there the whole time or not?—I would recommend a man to come to Dublin the last year.

8902. And if he did, how would he turn out?—He would turn out a well-educated medical man.

8903. In every way?—In every way.

8904. Have you had any opportunities of comparing the Queen's College students with those from other schools?—Yes. I have annually about 200 students passing through my class-room, and of those about 100 are university students. Until very recently from 80 to 100 were Queen's University men. That was nearly the principal branch in Dublin of the Queen's University. Since the Royal has come into vogue, a great number of the students who came up for the Queen's go to Edinburgh. There are several reasons for that. One is that men now, if rejected in June, cannot present themselves again for twelve months unless specially recommended by the examiners. Men don't care to be rejected for twelve months. If rejected for two or three months it does not so much matter, but it does not do a man any good to be idle, doing nothing for twelve months. Then a great many of them postpone their examinations until September in the hope of reading up a little more. During that time they find there are very few cases in hospital, the medical schools are closed, and they have no opportunities of increasing their knowledge, and, instead of their knowledge increasing, it generally diminishes, so that they find they are still unprepared in September. The result is that they don't go in in September, but go to Edinburgh in October.

8905. Do many men go in for the licences of corporations rather than become medical graduates of universities?—A great many of late years, for the last three years the tendency is to go to corporations.

8906. Can you explain the reason of that—an easier examination, an easier course, and less expensive than the other?—One objection to the Royal University is that which I have stated, that the men are rejected in many cases for twelve months and they have in case of rejection to pay their fees over again, that was not the case in the Queen's University.

8907. But if there was a just cause of rejection would they be fit to present themselves again in the course of a few months?—Certainly. I call to mind a man rejected in June who passed with honours in September, having been allowed in. There is another objection to the university course. I strongly object to a modern language, I do not think that a modern language is essential for a medical man, I think it is far better for him to learn Latin and Greek and get an English education. It is quite impossible in two or three months—I must use the word "cram"—to try and cram a modern language into a man, and it is quite impossible for men from Connemara to learn French in three months.

8908. Would it not be equally impossible to cram him with Greek in the same time?—I should not cram in that.

8909. But if he obtained some knowledge, however meagre it was, of a continental language there is reasonable probability, I think, that he would prosecute his study of it as he advanced in life; the tendency would be to travel in these days?—My experience is the reverse, he burns the book, gets rid of it or sells it, and he never looks at French again.

8910. The examination has been too much for him?—Yes and a modern language has deterred many men from proceeding with the university course, they have actually passed in all other subjects.

8911. Do you think Greek has any deterrent influence or not?—I think not.

8912. But you think the modern language has?—Yes.

8913. Do you think that a good knowledge of Latin, a slight knowledge of Greek, a fair knowledge of elementary mathematics, and a good knowledge of English would be a very good programme for a matriculation examination?—I think that would be a very desirable programme.

8914. Recognizing the difference between the education of a man who proposes to become a medical man or to study science as contrasted with another who proposes to enter the divinity faculty, do you think that as regards classics, any difference should be made?—Certainly, yes.

8915. Should the threshold be the same as regards subjects in arts?—No, I should say not.

8916. All medical students have to pass some matriculation examination?—Yes.

8917. That is required by the General Council of Medical Education?—That is required. They must be on the register four years before they can graduate.

8918. Do you desire to tell the Commission anything further about the Queen's College students, bearing upon the standard of education in these colleges in

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Dublin.
June 25, 1884

Charles Frederick Knight, esq., M.D., M.Ch., Q.U.I.

any way?—I do, with regard to the gentleman whose name was mentioned here, Mr. Hanly. I should like to know his Christian name.

8919. Dr. STONEY.—Joseph J. Hanly?—In what year did he matriculate?

8920. In 1876?—He was a pupil of mine, as was also his brother, he gave up the Royal University, and he has gone to Edinburgh, he qualified in February last, obtaining a double qualification, and he has since gone to South America to a post there with his brother, he left the university also, and went for the double qualification in Edinburgh, he has gone with the majority.

8921. Dr. MARSTON.—Then you knew him well?—Yes, he was a pupil of mine for three years.

8922. Have you any remarks to make with regard to him?—He was exceptionally smart—very smart.

8923. Exceptionally clever?—Exceptionally clever. He might have been more energetic in pushing on his studies, but he looked upon Edinburgh as an easy means of qualifying, and I may say he would not have passed the university for some time; he went to Edinburgh and passed in a short time there, his brother passed at the same time.

8924. When you were in Cork was the matriculation examination there sufficient to secure a student in the medical faculty every prospect of profiting by his subsequent teaching?—It was regarded that if a man had a general knowledge of the subjects required for matriculation, he was certainly sufficiently educated to profit by the lectures in the college.

8925. It was sufficient?—Yes I may mention with regard to that, I was going up for sizarship in Trinity College the year I matriculated, but unfortunately got sick, and was prevented. I was altogether late, and I only got out of bed the day before the examination. I passed without very much difficulty. I was very well up in the subjects then, but there was a student in with me who failed at the matriculation; he stated he matriculated in Galway the year before, he was allowed to go in for the scholarships in arts, the result came out that he had obtained the first science scholarship, on producing the certificate that he had matriculated in Galway the previous year, he was allowed to retain his scholarship. I would like to add to that, as it seems to reflect on Galway, that I attribute this to the uncertainty of the examination. I knew six or seven go down to Galway to matriculate with special preparation in Dublin, and six came back again unsucessful. I also knew of a student who failed four or five times to matriculate in Galway, though he had passed the first and second university examination, and was preparing at the time or his degree; he subsequently matriculated.

8926. Rev. Dr. MOLLOY.—What first examination did he pass?—The first and second medical examinations of the Queen's University.

8927. Were students admitted to the first medical examination of the Queen's University before they had matriculated in any university or college?—Yes, they could proceed as far as the degree examination. I am not quite certain, but I think his certificates were in for the degree.

8928. Then his passing the first and second examination was no test whatever of his general culture, or of his proficiency in arts?—No.

8929. It was only a test of professional knowledge?—Yes.

8930. And when he was afterwards tried in Galway he did not come up to the standard required for matriculation?—Well, having passed the first examination in physics, he must have had some knowledge of mathematics.

8931. Dr. MARSTON.—About what date was this?—About 1880.

8932. Do you happen to know of an instance of a student who proved to be quite incompetent to go on with his education after having passed the matriculation examination at any of the Queen's Colleges?—No, I do not.

8933. Do you know as a matter of fact whether students from Queen's Colleges go elsewhere to complete their hospital practice?—I am aware a great number come to Dublin and a great number go to England.

8934. From which of the Colleges do they go?—From Queen's College, Galway and Queen's College, Belfast, principally; formerly they used to go from Queen's College, Cork, now very few go from Cork.

8935. In order to complete their hospital practice?—Yes, they used to go from Galway.

8936. Do you think it is rather early to state at present, what effect the Royal University will have on medical education, or are you able to form an estimate now?—I think that it will certainly raise it, but they should alter the present regulations and give men more opportunities of presenting themselves for examination.

8937. It is a very good standard—is it not?—Yes. I object of course to the modern language.

8938. Do you think scholarships necessary for efficiency; looking to the Queen's College scholarships, —do you think that these are necessarily a part of a collegiate institution?—Yes, I think so, they induce healthy competition.

8939. Is it as an aid to learning, or as a reward for learning?—A reward for learning.

8940. The scholarships are very small at the Queen's Colleges—would it be advisable to increase the amount or some at the expense of others?—I think so.

8941. Have you given it any thought?—Some years ago but it passed out of my memory. I think the engineering scholarships are very few and that the number of classical men presenting themselves in the Queen's Colleges is very low as compared with the mathematical men. A great number of men go in in mathematics not in classics, the scholarships might be transferred from the classical section to the mathematical, but I think that lies in the power of the College Council.

8942. Can you tell us anything about the fees in the medical curriculum in the Queen's Colleges?—Yes, I think they are very satisfactory.

8943. They are low?—They are lower than in Dublin. On an average there is a guinea difference.

8944. Professor JACK.—For the class?—For each class except in practical anatomy which is double in Dublin, and the hospitals are nearly double also.

8945. Dr. MARSTON.—From what you know of the Queen's Colleges do the professors take every means to secure a regular attendance at the lectures?—Yes, every means; the roll is called conscientiously.

8946. Have you anything you desire to add?—Yes, on one occasion I was preparing a class for the first Queen's University examination and there was a gentleman going in for medicine in Trinity College, Dublin, he was at the same time proceeding with his arts course, he said he would graduate taking for his subjects, English, botany, chemistry, and physics. Botany and physics come in with the first four of the Queen's University, and he was very bad indeed, nothing up to the mark of the Queen's University men. The Queen's University men went in; the majority passed, but some of them failed. He went in in those subjects in Trinity College, Dublin, and greatly to his astonishment and greatly to mine, he came out in the second honours class at his degree.

8947. You stated your experience was, that a man having studied French and been examined in it, shut the book then and for ever?—Yes.

8948. Does that extend also to Greek and Latin and other books—possibly to medical?—It does not—it does in some cases. I am afraid in medicine too—the medical journals make up for that.

8949. If they cut the leaves?—In many instances they must of necessity refer to Greek lexicons and Latin dictionaries to find out the meaning of medical words.

8950. I am not now speaking about Greek, but do

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you happen to know that, as regards books in which people have been examined, there is a singular tendency to close them?—Certainly. Medical books they always keep.

8951. Let us hope they do that?—Yes.

8952. Rev. Dr. MOLLOY.—I think you said the students of the Queen's Colleges do not come up now in such great numbers to the Royal as they did to the Queen's University?—Yes.

8953. Then they are obliged to go to some of the licensing bodies for a qualification?—Yes.

8954. You said they go chiefly to Edinburgh?—Yes.

8955. Why do they go to Edinburgh in preference to Dublin?—First of all they can present themselves every three months for examinations; secondly, the number of lectures required in Edinburgh is less than the number required at the Royal University.

8956. I speak of the licensing bodies in Edinburgh as compared with the licensing bodies in Dublin?—It applies to them with more force; the lectures or certificates required are far more numerous in Dublin than in Edinburgh.

8957. I am not speaking of their following their studies in Dublin, but having followed their studies in the Queen's Colleges, I ask why do they go for a licence to Edinburgh rather than to Dublin?—Because the university course agrees with the course for the double qualification in Edinburgh, but not for the examination in Dublin. In Edinburgh one course of surgery is required, in the Irish College of Surgeons three courses of surgery are required.

8958. Is it then that the requirements of the College of Surgeons here are greater than the requirements in Edinburgh?—Yes.

8959. Then on the whole it is easier to get a licence in Edinburgh, the educational requirements are less?—They are less.

8960. Do you think there is any deterrent influence in this first university examination in arts; does it tend to keep away medical students from the Royal University?—I think it does.

8961. Do you think it is likely to continue to have that effect?—I think so.

8962. You said the fees in Dublin for practical anatomy are double what they are in the Queen's Colleges?—Yes.

8963. Do you include in that the fees for dissections?—Practical anatomy includes demonstrations and dissections. It is £4 in Cork; and £8 8s. in Dublin.

8964. Is that the general fee in all the schools?—It is the uniform fee in all the Dublin schools, £8 8s.

8965. Professor JACK.—With regard to Dublin and Edinburgh you were asked what would be the comparative fees that a student pursuing his regular course in the Queen's, and coming to Dublin would have to pay on the one hand, and going to Edinburgh on the other, would you make any comparison—if he wants the qualification of a licensing board here on the one hand and in Edinburgh on the other?—I think roughly speaking it is about double in Dublin of the fees in Edinburgh.

8966. Is the qualification of the licensing board in Edinburgh supposed to be sufficient for practice. Is the man who pass it fit to undertake the ordinary duties of a medical practitioner?—He is certainly.

8967. Dr. MARSTON.—At Cork, at present, have you sufficient opportunities for surgical practice?—I went round the hospitals when I was there and I was greatly pleased with the improvements; the clinical instruction was far better than in my time.

8968. Surgical and hospital practice you considered sufficient?—Yes.

8969. There are sufficient opportunities?—Yes.

8970. May we assume that students (I am not speaking of the higher class of them) go, as a rule, to the cheapest and easiest places for their qualifications?—No, a great many of them prefer the M.D., they prefer to graduate in the university, and I know there are a great many students who have got the double qualification in Edinburgh, and are at the present moment anxious to get the M.D. of the Royal University, but this modern language keeps them back—they cannot pass in it.

8971. It is a good degree, that of the Royal University?—I think so.

8972. CHAIRMAN.—Is there anything else you would like to add?—There has been a little said about grinding, grinding is not cramming, grinding is education and teaching.

8973. That depends upon the way the grinding is done, it may be cramming?—Cramming is a word used largely, and used with regard to the style of a few examiners who have special pet questions, we know them and told them to the students. If a student came to us three weeks before the examination we would tell him the questions. We knew the questions, and some of the examiners required very peculiar answers indeed. I know one examiner, for example, if he asked what test I would give for mercurious salt, I would say lime water, which forms black wash; that is the great test for him. We have a number of these little tips, but still we endeavour in grinding in Dublin to teach students thoroughly.

8974. Dr. MARSTON.—And you give the tips as well?—Yes.

8975. CHAIRMAN.—Is not the grinding done by means of a collection of as many of the old examination papers as possible?—Not always; I never did it.

8976. Isn't it a very common thing for grinders to keep the old examinations papers in stock, and run students through every one of them, on the certainty that some of the questions at least will be asked over again?—That used to be the case, it is not at the present day.

8977. Dr. MARSTON.—That used to be the case; it is not now?—There are a few examiners have a certain number of questions, and they will give them over and over again.

8978. Once you meet with these mental idiosyncrasies you get the questions, but when there are no such guides the grinders are no where?—Yes, there is general education.

8979. Professor JACK.—That is dying out, it is not done?—No, for we change the examiners a little oftener now. With regard to the examination in physics; that is a very wide subject, and the Queen's University men were always accustomed, I may say, to mechanical physics in medicine, to be examined in mechanics and hydrostatics, in fact to be examined in that little book of Newth, but the style of questions in the Royal University was totally changed, and that is the reason the men are doing so badly.

8980. Dr. MARSTON.—Which men?—The Queen's College men. The total change of questions they cannot understand; they have been taught mechanics and hydrostatics, as represented by that little text-book.

8981. Do you mean that as a reason why they do not avail themselves of the Royal University course, or availing themselves of it, do not do well?—When they see the papers they do not attempt it; they consider that it is a difficult examination indeed, because there is a different style of questions; the questions are set so differently from what they used to be, that the students are placed at a great disadvantage. I remember a change of examiner once. Dr. Stoney examined *viva voce* the first four men, and the candidates, when they came out, were all trembling and shaking. They could not answer him at all, because the style of question was not that they were accustomed to; he gave a string of questions instead of three—as one in magnetism, one in electricity, one in mechanics; he took them on things they never had before.

8982. Rev. Dr. MOLLOY.—The substance of it is that they cannot get through any longer by reading Newth?—No.

8983. CHAIRMAN.—Would you be surprised to hear they are still set in mechanics by Professor Larmor,

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DUBLIN. June 25, 1884.

Charles Frederick Knight, esq., M.D., M.Ch., Q.U.I.

Professor England, and Professor Everett?—That is in engineering, not medicine. I think that the first four, as we call it, being removed from the university to the colleges, was a great mistake. I have been connected for over twenty years with the Queen's College, Cork, and the last twelve years nearly exclusively with medicine. Anterior to that I had something to do with the arts course.

8984. Rev. Dr. MOLLOY.—Anterior to the twenty years?—No, the first eight or nine out of twenty.

8985. CHAIRMAN.—When you say connected with arts, say how you were connected?—In the first school I was at in the South of Ireland, Bellvue College, the second was Beaumount College, and the third was my father's school, which has been referred to here, Dr. Knight's. With regard to Bellvue College, that was to prepare men principally for the Sandhurst and Woolwich military examinations, almost exclusively, they never sent a man to the Queen's College. I do not know that it existed then. The Queen's was founded in 1853, and Bellvue existed long before that time. In Beaumount College they once sent a man for matriculation to the Queen's College, Cork; he was thoroughly prepared, as if prepared for a stiff examination, and we got a holiday after he passed, to celebrate the event: so that, at that time, the matriculation was not looked upon as a farce. Afterwards, with regard to the other school, I know that men were prepared there particularly for science scholarships; they were seldom prepared for classical scholarships, and the school has taken a greater number of science scholarships in Queen's College, Cork, I believe, than any other.

8986. What years were you in Dr. Knight's school?—Anterior to 1872 from 1864 to about 1872.

8987. Your experience does not overlap the evidence of Mr. Starkey?—I don't know that gentleman at all, he must have been there after I came to Dublin.

8988. He was there from 1872 to 1875, did any students go up during the periods while you were at your father's school to Queen's College, Cork, in arts?—Yes, they went up for the science scholarships, they were specially prepared and passed, and if they were not up to the standard for matriculation they turned their attention to something else, to banks and other places, and a few went into the constabulary.

8989. How long would they be at school before going up?—Frequently four or five years.

8990. Did your father take boys from the commencement of their studies?—From nine or ten. There were six classes and boys of the sixth class used to go to Queen's College.

8991. Did boys of the lower classes go?—No, of course a boy joining the school might go into the second or third class according to his standing.

8992. You don't remember boys going up to Queen's College except from the head class?—From the head class.

8993. Dr. STONEY.—You mentioned histology as a subject for which ample provision is now made in Queen's College, Cork, and which has been provided for since you were a student?—Yes.

8994. At that time, that is some ten years ago, histology was not much taught in medical schools?—No, in Queen's College, Cork, there were three microscopes we used to see about once a month. We would be asked to look down; but fellow-students behind stuck pins into us, and we never looked in. I never remember seeing anything in the microscopes. I have seen the microscopes.

8995. Was histology taught in other medical schools?—No.

8996. It is an entirely recent introduction to the medical curriculum?—Yes.

8997. And it has already been fully provided for at Queen's College, Cork?—Yes, and very satisfactorily, I think.

William Edward Ellis, esq., LL.B.

WILLIAM EDWARD ELLIS, esq., LL.B., Chief Clerk, Intermediate Education Board, examined.

8998. Rev. Dr. MOLLOY.—You are chief clerk of the Intermediate Education Board?—Yes.

8999. Look in this return to the name of William Dunlea, No. 321, Junior Grade, 1881. Can you tell the number of students that got above him in arithmetic in the junior grade?—388.

9000. You prepared this return from the published records of the Intermediate Education Board?—Yes.

9001. What number of students got above him in Euclid?—Forty-six.

9002. And in algebra?—Thirty-five.

9003. That return is made up from the published results and reports?—Yes.

9004. It was made by yourself and is correct?—Yes.

J. J. Lynch, esq.

J. J. LYNCH, esq., examined.

9005. CHAIRMAN.—You were a student in Queen's College, Cork?—Yes, up to a very short time ago, and before I enter into details of the evidence I am going to submit to the Commissioners, perhaps it may not be altogether irrelevant to explain my position with regard to this inquiry.

9006. That is hardly necessary. We will take you now as a medical student having been in Cork, and therefore able of your own knowledge to give us information?—But I wish to explain to the Commissioners that I was adopted by a large number of my fellow-students to take whatever steps I considered necessary in order to bring the matters before you.

9007. You wish to state that you are going to give not merely your own views but the views of a certain number?—Yes.

9008. You had some difficulties in the college?—For the action I took in the matter I am at present undergoing the censure of the college authorities.

9009. We are not going into that?—But at the same time I wish to state I have spared no time or trouble to collect the matters of evidence, which I consider will be very useful.

9010. How long are you actually attending the medical school?—I matriculated there in 1879–80, and I obtained a science scholarship and Peel prize.

9011. Did you pursue any course in arts, or did you begin your medical course at once?—I went to read a course in arts, but just immediately in Cork I was dissuaded from doing so, and I went to medicine at once.

9012. What preparation had you for the matriculation examination?—I was brought up at the Limerick Diocesan College.

9013. Did you go direct from that school to Queen's College, Cork?—Yes.

9014. Had you any difficulty in passing the examination?—Not the slightest.

9015. Was the examination an easy one?—As regards that I am prepared to state that the number of students who matriculated that year could pass a far and away stiffer examination, myself among the number. At the same time, I am aware that a number matriculated whom I would consider scarcely able to pass. With regard to that point, from what I saw at the examination hall, the moral tone of the examination was anything but creditable. In two subjects, mathematics and English, the moral tone of the examination was anything but creditable.

9016. We have nothing to do with the moral tone?—It helped them in getting through.

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9017. Do you mean the students used to help each other in their answers?—Exactly, and did it with perfect impunity, *i.e.*, in mathematics and English. I wish to state I completed my medical curriculum in Queen' College, Cork, having attended all the lectures. I have attended some of those lectures over again in the Dublin schools, and I have also attended the practice of one of the Dublin hospitals, the Mater Misericordiæ, and I think I can pretty fairly contrast the advantages and disadvantages of the Cork School of Medicine as compared with Dublin.

9018. How many years were you attending the Cork school?—I completed my medical curriculum in three years.

9019. How many years have you been in Dublin?—This is portion of the second.

9020. What school are you attending in Dublin?—The Catholic University School.

9021. That is Cecilia-street school?—Yes. I wish also to state that I have been reading with a grinder here in Dublin, and that in the class there are students preparing for the other licensing boards; so that I am in a pretty fair position to contrast their abilities with the Royal University men.

9022. We will take from you now the result of your experience with the Cork College and elsewhere?—The facilities for teaching anatomy, physiology, materia medica, chemistry, and natural history contrast very favourably with those in the Dublin schools.

9023. Dr. MARSTON.—And botany?—Botany I include in natural history. In fact there could not be better as some of them—chemistry, theoretical and practical. In some of those subjects, for instance, natural history, the facilities now are better than I have seen in any of the Dublin schools.

9024. CHAIRMAN.—Take your own course?—The theoretical teaching in midwifery, up to Dr. Jones's resignation, could not possibly be excelled. Since then, I believe, it is not so good.

9025. Do not speak except you know of your own knowledge?—I know, in fact, that it is not. I attended a course of lectures in surgery in Cork, and also a course of lectures in surgery at the Catholic University School, and I have no hesitation in stating that the course of lectures at the latter school are far and away better than those I attended in Cork.

9026. Rev. Dr. MOLLOY.—Better than in Cork?—Yes. The same applies to medicine. I wish to state that when attending the course of lectures on surgery at the Catholic University School I was particularly struck at the difference with which the surgical lectures were delivered, the professor frequently during his course referring his class to cases which were under his observation at the time. With regard to the Cork hospitals as compared with the Dublin hospitals, there are two midwifery hospitals in Cork.

9027. CHAIRMAN.—I do not know whether you are aware Dr. Marston made a personal inspection of all the hospitals in Cork?—No.

9028. Dr. MARSTON.—What is the result of your comparison?—The practice of midwifery, as taught in Dublin hospitals, is far and away superior to Cork. There is no extern dispensary attached to any of the Cork hospitals. There is an extern dispensary attached to the hospitals in Dublin. Again, for learning a very important subject, diseases of women and children, for which a good many marks are awarded in the university examinations, the facilities afforded are practically nil. There are no dispensaries attached to the hospitals in Cork as there are in Dublin, and the hospital which is devoted to that purpose is a close borough, students not having admission there.

9029. CHAIRMAN.—So that there are no opportunities of practically studying diseases of women in Cork at all?—None whatever.

9030. Dr. STONEY.—And diseases of children?—Diseases of women and children.

9031. CHAIRMAN.—Do you include diseases of women?—Yes, diseases of women and children.

9032. Dr. MARSTON.—Hospital practice at Cork is recognised by the different qualifying boards?—Yes.

9033. CHAIRMAN.—What you mean to convey is that a medical student in Cork has not had an opportunity to study diseases of women and children and midwifery?—Yes. A return has been handed in as regards the men who obtained the diploma in obstetrics in Queen's College, Cork. I am aware some of them never attended the course in midwifery at all there. They attended in the Coombe and Rotunda. Some attended their theoretical lectures in Cork, but came to Dublin for the practical.

9034. As a rule do they come to Dublin?—As a rule they do not, but one of the examiners was in Cork.

9035. Dr. MARSTON.—Dr. Jones has gone to London?—Yes. He is still an examiner of the Royal University.

9036. Up to the time of his going the teaching could not have been better?—It could not possibly be excelled. With regard to the surgical teaching in the hospitals in Cork it does not at all contrast favourably with the surgical teaching in the Dublin hospitals. It is far behind the time. For instance, the variety of cases in Dublin is greater. In Cork the cases are limited, and students would learn here in one month more than they would see in their whole course in Cork.

9037. CHAIRMAN.—In other words, the cases in Cork are not sufficiently varied?—They are chronic cases. There is one exception. The ophthalmic surgery is good, and also the surgery in the extern department of the North Infirmary. I have not seen in any Dublin hospital better extern teaching than that given in the North Infirmary. But, of course, with regard to the clinical teaching in the wards, which the students have to rely on as the backbone of the profession, the Cork hospitals cannot at all come up to the teaching here. With regard to medicine the same thing may practically be said. There are two very good teachers, one at the North and the other at the South Infirmary, but their cases are very limited—they have not a sufficient variety, and, therefore, they are placed at a great disadvantage. In fact I have known students come here for examination who have made up cases out of their books, and they had never seen them. I do not know that I have much more to say, except about the dissecting.

9038. We had evidence in Cork from Mr. Blackall and Mr. Magner as to the fee for lectures in the third year—I do not know whether you wish to say anything about it or not?—Yes. It was represented that the fee charged was too cheap. It must be borne in mind that the students are the sons of farmers and shopkeepers, and that their means are limited. The better class of students go to Trinity College and the College of Surgeons. The fees are very moderate, except the fee charged in the third year.

9039. Dr. STONEY.—By the "better class" you mean the wealthier?—The wealthier.

9040. CHAIRMAN.—What is the amount of the fee for the third year?—We complain of that. We have to pay for a certificate we do not want at all—a certificate for attendance at lectures in the third year in anatomy in order to pursue dissections.

9041. When you say you do not want it, do you mean that the licensing boards do not require it?—Yes. The Royal University only requires two, and we are compelled to pay for three. The College of Surgeons requires two certificates of attendance at lectures, and three certificates of attendance at dissections.

9042. Then the students in the third year had not dissections, and do not want the lectures?—Exactly. They pay for the lectures, and a great number never come to one of them.

9043. And that is considered a grievance?—Yes.

9044. With reference to the fee charged for dissections, which fee is it you complain of?—The third year's anatomy.

9045. Dr. STONEY.—Is it the fee for anatomy and

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DUBLIN. June 28, 1884. J. J. Lynch, esq.

physiology or the fee for practical anatomy?—For practical anatomy. The fee consists of two separate charges.

9046. CHAIRMAN.—The evidence we got in Cork was that there is a fee and a charge for dissections which has been called a fee, but it is not in the nature of a fee, because it is not under the supervision of the college at all. It is a fee in shape of a charge for dissections. What do you complain of?—That in order to dissect the third year the professor of anatomy is not satisfied with that fee, he makes us pay for a course of lectures we do not require.

9047. Dr MARSTON.—What do you pay?—£4.

9048. CHAIRMAN.—The provision is "the fee payable for practical anatomy or practical chemistry shall be £3 for each attendance." In your third year when you do not want the lectures, you have to pay £3, that fee and also an additional £1?—Exactly.

9049. Dr. STONEY.—Are you aware that the course of lectures has been added since the College statute prescribed the fee?—I have been led to understand they are entirely distinct. There is as much right to charge the fee in the fourth year, and it is not done. A man gets dissections for £1 in the fourth year. Why not get them in the third year also?

9050. CHAIRMAN.—It is better exactly to hear what you complain of?—The last paragraph of chap. XVIII. states the regulations of fees. Kindly read that.

9051. Beginning:—

"No professor shall be entitled to claim the fees of any class of students, except so long as that class shall be required by the Council to attend his instruction; and it shall be the duty of the Council to revise and amend the regulations prescribing courses of study from time to time, whenever they deem it conducive to the interests of education and of the students so to do, irrespective of considerations affecting the incomes of professors."

That is it?—Yes. We submit that it is our interest to get the dissections and it is the duty of the council, as we do not require the certificate for attendance at lectures, to allow us to have them. That is the point that has been raised by the students.

9052. It was very clearly brought before us by Mr. Blackall in Cork?—Yes

9053. Dr. MARSTON.—That is your point?—Yes. There was also a rule in the College, where the student did pay for the third year's certificate £3 and a dissecting fee of £1 in his third year, he was permitted to attend, as is done here in all the Dublin schools, and go into the anatomy room and look on, not to dissect but to look on at the demonstrations in the fourth year. Having been handicapped, owing to the great number of subjects for the degree examination, a good many students cannot spare time to dissect. This rule and another rule has been introduced. The student must pay a dissecting fee whether he wishes to dissect or not, just as he has to pay his lecture fee whether he wishes to attend or not.

9054. Are you able of your own knowledge, having been in Cork, to say that during the fourth year you could go into the dissecting room without paying any fee?—Yes.

9055. And you could look on but not dissect?—Yes, it is a privilege allowed in the Dublin schools.

9056. Dr. MARSTON.—It was not allowed in Cork?—It was up to this year.

9057. CHAIRMAN.—If you want to inspect them?—Not to inspect, but to look on at the demonstrations.

9058. Dr. MARSTON.—If you want to inspect the dissections of another and the practical teaching he is getting?—Yes.

9059. CHAIRMAN.—Do the students think it a reasonable thing that they should get the instruction of the demonstrator for nothing?—What they consider is that having paid for a certificate they do not require—namely, the certificate of attendance at lectures, that was the least that should be allowed them.

9060. The £3 you paid in the previous year you should get credit for in some way?—Yes.

9061. But if you had not paid that you would not consider you were entitled to any credit?—Certainly not.

9062. Dr. STONEY.—Do you consider that the practical anatomy, which is put down in the statutes as having a fee of £3 attached to it means a course of lectures?—Well the interpretation of the statute in Cork is that a man has not alone to pay for the course of lectures £3, but in addition the dissecting fee.

9063. Do you consider the £3 is paid for a course of lectures?—Yes.

9064. CHAIRMAN.—The point you make is that £3 is charged for the course of lectures, whilst the students do not want the lectures?—Yes.

9065. Dr. STONEY.—Do you consider practical chemistry is a course of lectures?—To be sure.

9066. CHAIRMAN.—In the third year you do not want any lectures?—No.

9067. You are not required to produce any certificate of lectures to the licensing bodies?—No.

9068. Would you get any dissections unless you pay the fee for practical anatomy?—No.

9069. The fee entitles you to lectures, but you do not attend them, because you do not want them?—Yes.

9070. And the £3 the students consider they pay practically for nothing?—Yes.

9071. You would not object to pay a fee for that, provided you were not charged the £3 of the previous year?—Certainly not.

9072. Dr. MARSTON.—You are aware it is within the rules of the College, but you think it is a just subject of complaint?—Yes.

9073. Has it ever been represented to the Visitors?—About three years ago it was proposed to discuss the matter privately with the College authorities, and I was deputed.

9074. The question that we have to deal with is—What are the fees that are charged? Under that question what you have told us is perfectly pertinent; but we can scarcely go into the internal arrangements of the College?—Very well. It was stated by Mr. Stoker yesterday that the fee, practically speaking, was only £8 in Cork. That is not so; because a student in his first year gets a limited number of parts; the same in the second: and he will not be able to complete what he requires for the Royal University in two years. He must go in for a third year. So the fee is £12.

9075. Professor JACK.—Would that be the fee for licensing boards?—Yes.

9076. Dr. STONEY.—In Dublin the fee for the three courses is about £21?—Yes; but it must be remembered that in the majority of the Dublin schools they have to incur all the expenses and pay the professorial staff out of the students' fees alone; whereas in Cork there is an endowment for the chair of anatomy, and there is also incidental assistance given by the College which the Dublin schools have to pay for out of the students' fees. In the Dublin schools another system prevails. They go in there for £1, £2, or £3, for a number of lectures. I have known students after attending those lectures becoming unqualified assistants, and out of the money saved from their service pay for the lectures. In Cork you have to pay down in hand for every lecture you attend.

9077. Professor JACK.—You complain of the system of cash down?—Not so much of the system of cash down.

9078. Do you mean to say they give credit in the Dublin schools?—They do.

9079. Rev. Dr. MOLLOY.—But, on the whole, you get your lectures in Cork and medical instruction considerably cheaper than in Dublin?—Yes; but the class of students are entirely different. The class in Cork are generally poor, and cannot afford to pay much more.

9080. Do you think, on account of the close connexion of the College with the Government, the College ought to do more for the students in Cork than is done, in the way of lightening their fees?—We do not complain of

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the fees. The charges are moderate enough, with that exception—that we are compelled to pay for that course of lectures.

9081. Dr. MARSTON.—And you think that, under the last paragraph of chapter XVIII., the Council have power to revise and amend?—Yes.

9082. The fees, on the whole, are very small?—They are not very small; they are moderate.

9083. As compared with other schools?—They are very small as compared with the Dublin schools; but the Dublin schools are at a great disadvantage.

9084. As compared with the Scotch and English?—I do not know anything about the Scotch or English; but I would say they are cheaper in Cork than the English or Scotch schools.

9085. Is there anything else you wish to say?—With regard to the matriculation examination in Cork I would wish to say something. In the system of conducting the examination I consider there should be a difference made between the arts students and the medical. They are all examined promiscuously.

9086. CHAIRMAN.—What difference would you suggest?—I consider that a far higher standard should be required for an arts student than for a medical student.

9087. A higher standard, not a different?—He should know his business better—for instance, in Greek more should be required of him than from a medical student, if he is going to continue the subject in his course.

9088. Does that apply to the programme, or that the arts student is not examined with sufficient strictness?—From what I have seen the examination should be of a stiffer character with regard to the arts student.

9089. You would not like to have it stiffer for the medical?—As a general rule the majority of the medical students are very poorly prepared in preliminary education.

9090. Dr. MARSTON.—Do you think they are relatively poorer than other students?—I should say they are.

9091. Why should they be worse prepared?—With regard to the matriculation examination in Cork, I have been in a class in Limerick with students who had friends in the College, and those friends having told them the examination was so relatively easy, they took very little trouble in preparing for it. I knew a case of two students, one a brother of my own, who matriculated in Cork after six weeks' reading.

9092. Beginning Greek?—The grammar.

9093. Did he know English well?—He knew English very well; mathematics fairly.

9094. CHAIRMAN.—So there was some compensation?—I know it took him one and a-half years afterwards to make up Greek for the Royal University. I know the case of another who matriculated in Cork. He was only reading classics from June to October. He began his Latin and Greek grammar in June. I could give his name. He matriculated in the same year as myself, 1879. That student could not devote his attention exclusively to classics. He obtained a science scholarship with me at entrance, so he was reading for both.

9095. You say he began his Latin and Greek in June?—Yes, and matriculated the following October, and at the same time he was reading for a science scholarship and obtained it at entrance. The other man matriculated, as I am after stating, after six weeks in Greek.

9096. Did your brother continue in the College?—No. The reason he went there was, he intended going in for an ecclesiastical course, and he wished to become a graduate of the Royal University. At the time of the dissolution of the Queen's University a notice appeared in the Cork papers stating that any student who passed that matriculation examination would be a matriculated student of the Royal University. Under a misconception he went there. Afterwards, it turned out, as he did not attend the lectures, he had to pass the matriculation of the Royal University over again.

9097. Did the other man pursue the arts course there?—No, the medical course.

9098. As a rule I believe, very few medical students in Cork pursue the arts course?—In the old Queen's University, a number of the students, after they had completed their arts course, went to medicine, but under the new arrangements very few intend to do that.

9099. What do you think the effect will be of the rule of the Royal University, that a medical student must attend the first university examination in arts?—My opinion is, that up to the present an opinion cannot be formed, for this reason, I am aware that in the schools here in Dublin, the number of university students has increased considerably from year to year, whereas in the Queen's Colleges the number has diminished. In the Catholic University school of medicine there are men who have been educated at Tullabeg and elsewhere, but had the old Queen's University been still in force, they would have gone for the licensing body. From motives outside the scope of the Commission, and which I do not care to mention, they would not have entered a Queen's College.

9100. Now they are coming in large numbers?—The tendency was, in all the Catholic colleges, to have students not go to the Queen's Colleges, but to the College of Surgeons. Now that is not the case. The College authorities encourage students to go in for the Royal University. Although the Royal University has been only in force a few years, I am aware of a number of students reading for the first university examination in arts at present, and they intend going on to medicine as soon as they have passed the first university examination.

9101. As to the preparedness of the students, what effect would the requiring their first university examination in arts to be passed have?—My opinion is this, that as students will get easier examinations in licensing bodies, a large number will evade that examination. Some from the other schools will, of course, come on. But it is very difficult to form an estimate as to what the turn-out will be yet. The time is too short.

9102. Dr. MARSTON.—It depends very much on the expense and time. The higher the standard exacted the more money you have to spend, and the longer you will be preparing, and a certain number of men cannot afford that?—Yes. I know the case of one or two students who attended the summer lectures in the Catholic University and passed both examinations together, the first medical university examination and the first university.

9103. The Royal University standard is high?—It is the first attempt made in this country to elevate the medical curriculum, and it is very much to be deplored if it is not encouraged.

9104. Do you think that it is for teaching purposes very desirable to have the professors of medicine and surgery on the staff of an hospital in order to illustrate their teaching?—That is the point I brought under your notice.

9105. You think that the weak point of Cork is the hospital material and the clinical teaching?—If the hospitals were amalgamated—if there were only one hospital in Cork, it would be fair enough. If there were only one midwifery, with some slight alterations, it would be fair enough; but as long as the hospitals are split up I do not see how a student can get on.

9106. They would offer greater advantages?—Very fair advantages.

9107. But neither the hospital nor the college authorities have the power to concentrate them?—I know it would be difficult in Cork. Sectarian feeling runs very high.

9108. You have to take into consideration the requirements of the population also?—Yes.

9109. Can you tell whether the staff of the hospitals attend regularly, see the students, and give clinical lectures?—In my time, as a general rule, they attended regularly. There were one or two exceptions, where they used to disappoint the men in the morning.

9110. But as a rule they do attend regularly?—

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Dublin
Jan. 1881
J. J. Lane
M.D.

There do. I obtain certificates out of all the hospitals in Cork.

9111. And the Mercy Hospital?—No certificates were given in my time from this hospital. I attended the clinical teaching there.

9112. You know the number of beds, and so on?—Yes.

9113. Do you think the cases are not of the right character?—Some are, but there is not a sufficient variety.

9114. Does it entail too much fatigue on a student to go from one hospital to another?—He could not possibly do it.

9115. Do you think it would be practicable to have a summer course in Cork to attend the hospital practice?—I think it would be very desirable both in Cork and Dublin.

9116. Could subjects such as chemistry, botany, and natural history be pursued better in the summer than winter?—I do not know that those subjects could be taught better than at present.

9117. No, but I mean with this hospital practice in summer?—It would be better the student should get the lectures over in the winter course, and, if he has time, to attend the hospitals when the burden is off his shoulders.

9118. You think if he got the medical part of his teaching and the theoretical part of it over, it would be best then to come to Dublin?—If he confines himself to Cork exclusively, and does not go to Dublin or somewhere else, he will make a very sorry practitioner in after life.

9119. At Cork do they instruct him in case-taking, applying splints and bandages, and in performing the duties of dressers and clinical clerks, as at other hospitals?—Case-taking has been introduced within the last year or two. As far as the cases go they make a student take out case-taking, but the number of cases for bandages and splints is very limited.

9120. Have you a course of operative surgery in Cork?—I had entered for the course, but just about a quarter of the course I had to leave.

9121. But you know that it was taught, and that others took it out?—I attended part of the course.

9122. Can you tell us about the amount of surgical material at all. Do you get a large number of accidents, of the common fractures and dislocations, such as you would meet with in the ordinary pursuit of your profession?—I do not think they get a sufficient number. There is one hospital here (Jervis-street Hospital) where you would see as many accidents in a week as you would not for four years in Cork.

9123. You think a man could not complete his education in Cork without going elsewhere for hospital practice?—I do not say he could. He may know bookwork. I do not mean to say the Cork students do not know their bookwork. As a general rule they do.

9124. Are they taught the names and uses of instruments and the practical use of appliances in a systematic way?—Not in my time. In the North Infirmary they were not taught. As you have noticed the matter, there were two very nice cases of instruments in the Cork School. Last year I found to my surprise the rule followed out in Dr. Jones's time was practically done away with. He taught the student how to handle and manipulate instruments.

9125. What sort of instruments?—Midwifery. He taught the students how to manipulate the instruments. The students could inspect them themselves. This year the porter told me the professor told him not to allow any student to look at them.

9126. CHAIRMAN.—Are these the instruments that were locked up in a glass case in a room that was always locked?—Yes.

9127. Dr. MARSTON.—You said the pupils pursuing medicine at the College are needy?—I said the means of some of them are limited.

9128. Money is an object. I do not mean needy except in a relative sense. If that be the case do you think they could go elsewhere than Cork, because that is to be considered in their interests?—Of course some students are more independent than others. I know that the general rule is that when a student gets his degree he does not trouble himself to go elsewhere. A great number seek assistantships in England, and go and try to earn a livelihood, but there are some students in Cork who do go elsewhere. There are very few that go to Dublin or London afterwards. The majority of the students could not afford to go to other places.

9129. It amounts to this: if you strike them off from Cork they would have no means of completing their medical education?—Yes.

9130. Therefore you must consider that in the interests of the students?—Yes.

9131. You were talking about the medical examinations, and I understood you to say that you do not think the same high standard in Latin and Greek should be exacted from the medical as from the arts students?—Yes.

9132. Tell me why—I am not saying whether it should not be so—but I want to know why?—The reason why is, the medical student gives up his Latin and Greek, and goes to his medical studies at once; whereas the arts student is pursuing his course in Latin and Greek, and if he has not a sufficient knowledge of these subjects entering the college his education in them must be necessarily crippled afterwards. He must be able to follow the professors. You are not to understand me as saying a medical student should not have a very fair knowledge of Latin and Greek. If asked for an opinion, I would say, it is essential for the interests of the medical profession that medical men should be educated. I have come across students from various schools, and I regret to say, the majority of the students, taken outside their medical profession, are a thoroughly ignorant lot of men as regards general education. For the interests of the medical profession, therefore, it would be very much to be deprecated if the first university examination in the Royal University was done away with.

9133. There can be no doubt that for the medical profession, as for any other profession, the higher the preliminary teaching the better?—Yes.

9134. But do you mean to say the preliminary examination as now exacted from all medical students is insufficient?—I mean to say from what I know of the matriculation examination, both in the Queen's Colleges and licensing bodies in Dublin, it is a perfect sham.

9135. Rev. Dr. MOLLOY.—I understand you to say with regard to the education of medical students, you think it desirable that outside their profession they should have a certain amount of general culture?—Yes.

9136. Do you think that more desirable in the case of those who are to become graduates of a university than in the case of those getting merely a licence to practise medicine?—I consider graduates should be far and away better educated men.

9137. Whatever the requirements necessary for those getting a licence to practice medicine, you think a certain amount of general culture should be required for those about to get a university degree?—Yes.

9138. Dr. MARSTON.—I understand the opportunities for studying ophthalmic surgery are very good?—They are not as good as in Dublin, but they are quite good enough for practical purposes. The amount you can learn is good enough for an ordinary practitioner unless a man intends to become a specialist in the subject. If so, he will have to go elsewhere.

9139. With regard to other diseases—of the throat, ear, and so on?—They are all treated in the same hospital.

9140. And that is a good hospital?—Very good to all intents and purposes.

9141. They have every appliance at that hospital?—Yes; but unfortunately my experience is that the students do not attend it sufficiently well.

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9142. But it ranks high with the students?—Yes.

9143. You speak from personal knowledge of it?—Yes. I attended the practice of the hospital

9144. CHAIRMAN.—Have you had an opportunity of saying all you wish to say?—There are some points I think I might mention.

9145. Not having any *precis* of your evidence, I cannot help you by any suggestions?—I wish to say, in justice to some of the medical men I have been speaking to in Dublin, with regard to the large number of students that passed from Queen's College, Cork, for the army and navy. The general rule is, that a man gets his degree while in Cork. The majority of the men at all events afterwards go to Dublin and London to read for the army examinations, and while there they attend the practice in the Dublin and London hospitals at the same time. So it is not altogether fair to have all the credit of the passing of these men attributed to their teaching in Cork College.

9146. You say as a matter of fact the medical students from Cork for the army and navy examinations undergo a training here, or in London?—The general rule is that they do. I wish also with regard to the Limerick school I came from to say a word. It has been represented that the standard of education is very low in Munster schools.

9147. What school do you know personally?—The Diocesan College, Limerick, and the Mungret College.

9148. Mungret College is the Jesuits'?—Yes. It answers for diocesan purposes as well. I am also acquainted with the Sacred Heart College.

9149. That is the Jesuits' College in Limerick?—Yes. During my time there was no special class for the Queen's College matriculation in any of these schools. I have known a man attending the Sacred Heart College (the Jesuits'), and when they found out he was going to the Queen's College he had to leave and go elsewhere. I wish to bring under your notice Charles F. Doyle, Sacred Heart College, who obtained first place at the Intermediate examinations three years in succession; a number of gold and silver medals; and a scholarship in Trinity College a fortnight ago. A school turning out such a man as that could not be called a bad school. There are a number of men who obtained other prizes and exhibitions. Mungret College sent up twenty-four men to the Royal University last year, and every one of them passed. Some of them obtained honours, and some exhibitions. One, I think, obtained an exhibition. I do not consider Mungret College should be ranked as a bad school.

9150. DR. MARSTON.—Can you tell us about the number of schools in and about Cork?—Being a Limerick man myself I know the Limerick schools better; I know the Cork schools, too, pretty well. There is another point about taking a modern language instead of Greek.

9151. CHAIRMAN.—Have you any opinion on that?—I may explain the view of ninety per cent. of the medical students, and they are all in favour of taking a modern language. There should be no option in the matter. It should be made compulsory.

9152. Rev. Dr. MOLLOY.—These ninety per cent. will not burn their French books when they get their degree?—I know a number of men who only learned a very moderate share of French in Cork. They have been in England, and they tell me they are reading up French themselves. Some of the very best literature is written both in French and German, and it is an advantage to students to have an acquaintance with those languages rather than Greek. I do not know any medical work in Greek.

9153. DR. MARSTON.—You think it would be an advantage to have the earliest information regarding the progress of science, medical and otherwise, in continental literature?—I do.

9154. So do I?—If it will be within the scope of the Commission I can give the names of the students who went up last year from Queen's College, Cork; and the results obtained by them.

CHAIRMAN.—I think we have them.

9155. Rev. Dr. MOLLOY.—Do you mean the Queen's College students who went up for honours?—The students who presented themselves for honours in the different subjects at the second university examination of the Royal University.

9156. CHAIRMAN.—Does it show the results?—The results obtained, and their previous standing in the College.

9157. Have you made out a table?—No

9158. DR. MARSTON.—Have you seen a better physiological laboratory than in Cork?—I have never been in any other physiological laboratory as yet.

9159. It is a very good one in Cork?—Considering that there are none in Dublin it may rank as a good one.

9160. CHAIRMAN.—What source of information have you in reference to the students?—I know the students personally. I am acquainted with every one of them, and they told me the subjects they were in for. I made it my business to inquire whilst in Cork last year.

9161. Are there many?—Seven. Seven presented themselves for honours. Six of them were scholars of the college.

9162. I will not put you to the trouble of making the table?—I can read out the names to you, or tell them from memory.

9163. If your sources of information are inquiries from the gentlemen themselves we will take the table from you?—Very well. The general impression among the medical students in Cork is that they are not treated fairly with regard to the endowment.

9164. Rev. Dr. MOLLOY.—They would prefer a different distribution of the scholarships?—Yes. I think they should get more scholarships.

9165. DR. MARSTON.—That is having regard to their numbers?—Seeing the scholarships are idle at the other side, they feel naturally irritated they should not get them.

9166. I had ceased to ask the question. They always said the distribution was fair?—I state the opinion of the medical students.

9167. CHAIRMAN.—Have you made any inquiry as to the proportion of medical scholarships in other universities?—I find the number of medical scholarships in nearly every university is small.

9168. And the proportion is about the same in almost every university in the kingdom?—Yes.

9169. But you think that the proportion might be re-adjusted with advantage to medical students?—Any year that the scholarships are idle on the arts side, they ought to be given to the other side.

W. K. SULLIVAN, esq., PH.D., D.SC., M.R.I.A., President of Queen's College, Cork, re-examined.

9170. CHAIRMAN.—You wish to make some observation, Dr. Sullivan?—As the matter has come before you twice already, I wish to make a brief statement about the instruments in Queen's College, Cork. I am the person who got the instruments. I am responsible for the position in which they were put. They were originally intended to be put in the general museum, and were there; but a new building in Cork takes about four years to dry. The result was that it cost several pounds to clean up the instruments and put them in order again, and until certain improvements were made in the museum, I gave directions that the instruments should be carefully locked up. They had been greatly injured by the exposure, and handling by the students, without proper direction. There were no instruments there before them. We have spent a large sum on these obstetrical and surgical instruments. They are not to be permanently locked up. The cases are there and empty into which they are to be put, and the labels are printed, but they cannot be put in until the museum is dry.

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DUBLIN. *June 25, 1884.*

John Roche, esq., M.D., M.S., Q.U.I.

JOHN ROCHE, esq., M.D., M.S., Q.U.I., examined.

9171. CHAIRMAN.—You wish to give us some evidence?—Allow me to give you a table I made out with regard to the different standards of the medical corporations, as shown by the army lists.

9172. What is your position?—I have retired from the Indian medical service. There was a contection as to the relative standards obtained, and I made this table out. I will make a few further additions to it. [Hands in copy of the *Medical Times*, containing table].

9173. Where did you take this from?—First from the "Army List," and then the "Medical Directory," I had to inspect forty-four books.

9174. Did you work it out yourself?—I worked it out myself, and have the names in my pocket book.

9175. Between what years does this return range?—I state the years return from 1862 to 1882, inclusive. I only gave half of 1862.

9176.* It occurs to me, Dr. Roche, it is not very material, but it is evidence, and we will take it?—It shows the corporations and universities that have produced men that obtained first and second place in each year, and if a certain corporation has obtained a large number it must be a thoroughly good corporation.

9177. You have examined the medical lists, and the army lists?—Yes.

9178. You have taken the trouble to make out a table of the first and second men, and the second last and last men of the successful candidates, who passed from the different universities and licensing boards for a certain number of years?—Yes, for twenty-one years.

9179. You propose to give us that as showing by a comparison of the number of successful men and low men from the Queen's University, their relation to the other universities and licensing boards?—Yes. The Queen's University was the best licensing corporation in Ireland. It takes higher rank than Trinity College, or any other licensing board in Ireland, higher than any college corporation, or the university. It is beaten by the English Universities, but I include in that Oxford, Cambridge, London, and Durham; and in the Scotch, Glasgow, Edinburgh, and Aberdeen. I placed one name to the disadvantage of the Queen's University, because he was four or five years on the list, and still I put him down.

9180. The largest number was sent from the Royal College of Surgeons, England?—It is double the number at the top. It is the rate relatively by as well as absolutely; I have the names here.

9181. Dr. MARSTON.—Is this for the army, or Indian?—For the army. I could not obtain the names for the Indian lists.

9182. CHAIRMAN.—May we have this paper?—Yes.

9183. Do you know whether there was anything unusual in the medical profession which kept men away from the Indian army medical department for some years?—I do not.

9184. The disturbing elements in a few years would not have any effect?—I would just make this statement. I consider that students will not frequent the Queen's Colleges, because there is no affinity like between the professors or authorities, and the students. There is a peculiar esotericism about the professorial staff. They do not associate so intimately or directly with their students as in other places, for instance, Dublin. I have had experience of two schools in Dublin, and I believe the professors and teachers there are more familiar with the students in the schools where I studied, than in the Queen's College, Cork. They take no interest whatever in their career in after years. They would not reply to a letter.

9185. Rev. Dr. MOLLOY.—We cannot go into that. Replying to a letter is a very serious thing?—But if you were to draw up a report with a view to reforming the Queen's Colleges?

9186. CHAIRMAN.—We are not instructed to do anything of the kind, but to inquire into four matters only?—Why students do not avail themselves of the Queen's Colleges?

9187. We have nothing whatever to say to the question why they do not go to the Queen's Colleges. I will tell you what the questions are, and if you give us information on any of them we will take it from you. We have, first of all, to ascertain what was the standard of education maintained in each of the Colleges. The next question is, to what extent and with what results the students went to the Royal University; then the number of exhibitions and rewards given in the Colleges, and their distribution relatively to the faculties; and then the scale of fees. These are the four heads of our inquiry?—The matriculation at the Queen's College, to my own knowledge, is certainly equal, if not superior, to the matriculation at most of the corporations and universities.

9188. The matriculation at the corporations was described as a sham?—That is what I believe it to be too. I knew a gentleman who could not pass the matriculation at the Queen's College for two years, and he passed at one of the corporations. His name is on the list now.

9189. You are able to speak of the matriculation in one of the licensing boards?—Yes. French should be maintained, and Greek and Latin also.

9190. As between Greek and a modern language, which side would you lean to?—Greek is no use whatever; a modern language is. Greek is useful for inventing technical expressions.

Edward F. Hanrahan, esq.

EDWARD F. HANRAHAN, esq., examined.

9191. CHAIRMAN.—What means of knowledge of the Queen's Colleges, or any of them, have you?—I am a matriculated student of the Queen's College, Galway, and I have since gone in for my first medical examination in the Royal University.

9192. When did you matriculate in Queen's College, Galway?—In October, 1881. I took my first medical examination in the Royal University last year, October, 1883. The point I would like to mention before the Commission is that I am a student entirely dependent on myself for my own education, and I cannot avail myself of the advantages of the Queen's Colleges, because they are not in a good centre of medical education. I think the Queen's College should be in Dublin, where the students would have every advantage of medical education, and not down in Galway, where his theoretical knowledge may be very good in a couple of subjects, but his other knowledge nil. I could not go to Galway and be staying in Dublin. I have to pay exorbitant fees, as compared with the Queen's College students, against whom I am competing.

9193. You could not get a thorough practical education in Galway?—I think not.

9194. Though the theoretical education may be very good?—I do not know, though I understand from Galway men it is very good.

9195. You matriculated in Galway, and did not pursue your medical education there?—That is all.

9196. You matriculated at a time, when by statute you are now a matriculated student of the Royal University?—Yes.

9197. Are you going to take a degree in the Royal University?—I am. I have passed my first medical examination in the Royal University.

9198. You are exempt from the first examination in arts?—I was exempt from that as a Queen's College man. There is a great difference between the fees of

* See Appendix III. B., No. 51.

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the Queen's Colleges, and the fees of Dublin. Students have to pay £8 8s. for practical anatomy in Dublin, while Queen's College students have only to pay £4. The Queen's College students have only to pay £3 for practical chemistry. I have to pay £5 5s. in Dublin. The other fees are practically in the same proportion. Besides, I am a Dublin man, I am a householder and a ratepayer. I could not live in Galway.

9199. Rev. Dr. MOLLOY.—Why did you matriculate in Galway?—To gain the advantages of coming in under the Royal University.

9200. CHAIRMAN.—You do not seem to have much acquaintance with the Queen's Colleges?—No, except that the men I associate with are Queen's College men.

9201. You simply come before us with a statement, that in consequence of the want of those practical opportunities of learning medicine in Galway, you would not think it expedient to go to Galway as a medical centre?—No, I would not. There is another point I would like to mention with reference to the examiners in the Royal University.

9202. You did not after you matriculated in Galway, attend a course of lectures, in order to see how far you could go?—I did not.

9203. Your evidence is no evidence of your knowledge, but from what you learned outside?—Yes.

9204. Dr. MARSTON.—Do you know the hospitals at Galway and their numbers?—I do not. I know by report that it would not be desirable to go there.

9205. Rev. Dr. MOLLOY.—But you went from Dublin to Galway to matriculate, as the easiest way to get into the Royal University?—I did, but if the Royal University was not coming into existence, I would have gone to the Queen's College. I would like to get the higher medical degree, the M.D. If the Royal University was not established, I would have to go there.

9206. Dr. MARSTON.—Galway as a practical teaching place, did not enjoy such repute that you cared to go there?—I did not.

9207. The theoretical teaching you know nothing about?—No. There is another matter I wish to mention, in reference to the examiners in the Royal University. I am placed at a disadvantage, for the examiners of the Royal University are either Queen's College men, or from the Cecilia street School of Medicine.

9208. Do you mean that to bear on the point why men do not avail themselves of the Royal University?—In reference to the examiners, some of the students are placed at a disadvantage. A man coming from one medical school examined in the four subjects, might happen to get a man from his own school. There is an examiner from the Cecilia street School, and there is a man appointed from the Queen's; and a man from Cecilia-street School might happen in the four subjects to get his own examiner, or a Queen's man his own examiner; but a man coming up from any of the other medical schools would not know any of them, and no matter how fair the examiner tried to be, he would be either unfair to his university trust or unfair to his pupils.

9209. CHAIRMAN.—Would you agree with a witness who told us, that although desirable to have a different state of things, it would be practically impossible to have a different state of things?—I do not think it impossible to have neutral examiners unconnected with any college.

9210. Dr. STONEY.—You do not see any impossibility in it?—I do not see any. If you pay a man you will get him.

9211. CHAIRMAN.—Your idea is that the examiners should have no connexion with any of the schools?—Yes; but they could not have connexion with every school. The schools would be too numerous and the examiners too few.

9212. Do you not think there would be a tremendous outcry in Ireland, and a fine Irish grievance if the Royal University announced that they were going to get men to examine in all the departments, from another country?—Yes; but you would get men in Ireland, who would hold their own against all countries.

9213. Could you get medical men, in your opinion, who are accustomed to teaching, who would not be connected with some school or other. Are not the medical men accustomed to teaching, connected with some school or other?—They only teach in their younger days, they lecture as they go on, and then go into a private practice.

9214. Do you think a medical man in large practice would bother himself about teaching students in the Royal University?—If you paid him, I think he would. There is a matter, not exactly evidence, I would like to mention. I went in for an examination in the Royal University, in French, and I have left the French College for eleven years, and I passed it. That is sufficient guarantee of the high degree to which they teach French there.

(Before the Commissioners in their private room).

J. J. LYNCH, esq., recalled.

J. J. Lynch, esq.

9215. CHAIRMAN.—You have told us already that £1 is charged for the dissections in addition to the £3 for anatomy?—Yes.

9216. Does that £1 cover the expenses of the dissecting room?—It more than covers the expenses of the dissecting room, as I can prove to you very quickly.

9217. £1 is charged?—Yes.

9216. Have you any knowledge of yourself what fee was charged in former years—I am asking of your own knowledge?—I cannot go back ten years ago of course.

9219. We have evidence as to what was the practice originally?—I have it from Dr. Cronin what was the practice.

9220. We have had it from Mr. Magner?—The former professor used to return portion of the £1 at the end of the year.

9221. That was proved to us. The £1 was paid in trust and he returned the balance at the end of the session?—Yes.

9222. Is the evidence you want to bring before us that the £1 more than covers the expenses of procuring the subjects?—Yes, far and away more.

9223. First of all do you know, or have you ascertained the number of subjects that were provided for the school during the years 1881–82 and 1882–83?—I have ascertained for a certainty nearly for the years 1881–82.

9224. Have you ascertained the number?—I have not ascertained the correct number for the years 1882–83. I have for 1881–82.

9225. I suppose you have ascertained the cost of obtaining the subjects, of having them prepared, of distributing them, and also of disposing of the remains afterwards in pursuance of the provisions of the Anatomy Act, and of complying with the several other requirements of the Anatomy Act?—Yes.

9226. Have you ascertained what was the cost of obtaining the subjects?—Yes.

9227. Have you made a calculation as to what would be the sum properly allowed for preparing them, and for removing the remains afterwards?—Yes. But of course this may be said, that the cost may be more in the Cork schools than in the Dublin schools.

9228. But as far as your means of knowledge go, you think that you have allowed a fair and reasonable sum to cover those expenses?—Yes.

9229. Putting one against the other, what balance do you consider would remain in the hands of the

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DUBLIN. *June 25, 1884.*

J. J. Lynch, esq.

professor at the end of the year?—I find, making all allowance, that the Professor of Anatomy would have a profit of over £100 a year on dissecting fees alone.

9230. For what year?—For the session 1881–82.

9231. And you think that might be roughly taken as a typical year?—Yes.

9232. Do you allow anything for the payment of demonstrators in calculating the expenses?—I do not.

9233. Is it your idea that the demonstrators should be paid for out of the £3?—I have not the slightest objection that the demonstrators should be paid out of the balance as I said before provided the student is not compelled to pay for the certificate. The opinion of the students is that the Professor of Anatomy out of the balance of the dissecting fees pays the demonstrators and thereby expends the balance on the anatomy alone, as he says; but if he does, the sum we consider he should pay out of the class fees proper, he appropriates to himself. The President states in his Parliamentary report that the Professor pays the demonstrators out of the class fees proper.

9234. Professor JACK.—Do you mean the opinion of the students or of some of them?—The opinion of about 80 per cent. of the medical students.

9235. CHAIRMAN.—Is that not what you want to bring before us?—Yes.

9236. Rev. Dr. MOLLOY.—You will send in the lists that you mentioned?—I can supply the lists of the men who presented themselves. Having taken an active interest in the matter, I am acquainted with nearly all the arts students in the College. I can supply a list for your information if desired of the men who presented themselves from Queen's College, Cork, last year for the honour examination of the first university examination at the Royal University, for the second university examination at the Royal University, and for the B.A. with the results obtained and their previous *locus* standard in the College and with the scholarships obtained immediately afterwards. There is one point which you asked in Cork about a man named Kearney. You appeared to think the subjects were different from what he obtained the exhibition on in the Royal University. The subjects were identically the same. The newspaper report stated the subjects were entirely different.

9237. Do you state the subjects for the entrance scholarship are the same?—I say for the man Kearney, a man obtaining an exhibition in the Royal University a fortnight afterwards with a scholarship in Cork.

9238. Do you say the subjects were the same?—Yes.

9239. What scholarship did he get?—A third year's medical scholarship.

9240. CHAIRMAN.—If you wish we will take from you any such table as you choose to make out. We have the information in another shape from the Royal University, but we will be glad to have it from you?—Very well.

The Commission adjourned to next day.

June 26, 1884.

FIFTEENTH DAY—THURSDAY, JUNE 26TH, 1884.

AT THE COMMISSIONERS' OFFICE, CASTLE-STREET, DUBLIN.

Present—R. P. CARTON, Esq., Q.C., Chairman.

Rev. GERALD MOLLOY, D.D., F.R.U.I.; GEORGE JOHNSTONE STONEY, Esq., M.A., D.Sc, F.R.S.; Professor WILLIAM JACK, LL.D.; and Deputy Surgeon-General JEFFREY A. MARSTON, M.D., with N. D. MURPHY, Junr., Esq., Secretary.

Michael Buckley, esq.

MICHAEL BUCKLEY, esq., re-examined.

9241. CHAIRMAN.—You were examined yesterday?—Yes.

9242. Do you remember there was a discussion about a boy who had read under you—you were not quite sure whether it was a year or two?—I was morally certain during the examination; in fact, I had no doubt but it was a year.

9243. You telegraphed to the boy?—I telegraphed to the uncle first, and then to the boy himself.

9244. Did you get this telegram from the boy—"Read with you twelve months before passing examination in college?"—Yes.

9245. Now, are you satisfied it was a year only?—Perfectly satisfied; my doubts arose from some arrangement——

9246. You need not go into that; I quite understand it?—If permitted, I would add another particular in regard to his examination.

9247. Certainly?—Together with being that short time preparing, he was not able to devote his whole time to his studies; he is assistant in an apothecary's shop, and portion of his day was occupied, and he was unable to devote all his time to study.

9248. Was there anything else you wished to add?—Not in reference to him, but in reference to another. Another instance——

9249. Is this a new instance?—This is a new instance I did not give yesterday; I thought I had given plenty of them (*reade name*); he was a boy who, in six months, at three lessons a week, made up the business for the matriculation in Latin and Greek; he commenced the Latin grammar and the Greek grammar, knowing nothing before that time.

9250. In what year was that?—In 1873.

9251. And he matriculated at the end of the six months?—He matriculated at the end of the six months.

9252. Dr. STONEY.—In what faculty?—In medicine; he was not intended, I may tell you, to go in—I don't like to enable cases to be traced.

9253. CHAIRMAN.—He matriculated at the end of six months, and he was going in for the medical faculty?—Yes.

9254. What amount of Latin and Greek did he know?—I may say his knowledge of Greek was nothing—in fact, I know very well he could not read the Greek; he could not read a sentence of Greek correctly, and what I say of him I say of most of the students I referred to yesterday, namely, that their knowledge of Greek was so imperfect they could not read it very correctly.

9255. Do you mean that they could not make out the characters?—They could read the characters, but could not read the words with ease or correctness.

9256. That is translate?—They could not read the original text well. This boy, when at the examination, could not answer the grammar questions. Of course, I was not present at the examination, but I learned this from himself; he did not answer in the grammar.

9257. We cannot take from you anything that passed at the examination?—Very well; that is all I can say; he prepared in that time, and his knowledge of Greek and Latin was very defective. Then in reference to the course. Yesterday I was put the question whether I had knowledge of these boys after they entered. There was an instance of a boy who matriculated, and was reading for the first sessional examination. (*Writes his name.*)

9258. With you?—Not with me, but he was reading in the College, and then he came to me to prepare a little before the examination—to make up his business in Latin.

9259. Dr. STONEY.—In what faculty?—Arts; he knew his Latin very poorly, so poorly that I wrote

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out a translation for him, I think. He knew no parsing, and he passed at the examinations; he knew his Latin very imperfectly, [illegible] now the year. As I stated it was only on yesterday I intended to give evidence before the Commissioners, and I did not mind making notes for reference.

DUBLIN *June 26, 1884*

Michael Hinkley, esq.

9260. Is there anything else you wish to say?—Nothing more; but in reference to these schools, yesterday a question was put to me, rather unexpectedly. There is a Catholic seminary, and I think there is a Protestant college also, in Cork, of a similar character, then there is a number of private schools in Cork, just as there is in Dublin, they may be or may not be of equal standing; but at all events, I think from my experience, that it a very poor school that would not be sufficient to prepare for the matriculation in the Queen's College, Cork; besides the professors of the Queen's College, Cork, are not able to judge correctly of the general character of the Munster schools. They have not experience of the general character of the education in Munster, for this reason, the only opportunity they have, in my opinion, of judging of the schools in Munster, is by those who have come from the Munster schools to their College. It is clear that those students are not a fair specimen at all of the education of the Munster schools; as I stated yesterday, they prepare only for a very short time, and they don't work with the same application that those going to other examinations. I think these are the only points I wish to mention. With regard to the last one, I may also say, that in my evidence I have understated, as may be judged from these telegrams, I have very cautiously given my evidence, and not exaggerated, and I can say in connexion with that, the last instance I have given, I don't know the year, but I think his name will be found if the calendar be referred to, in some part between 1870 and 1880.

9261. Professor JACK.—That is rather vague—some part between 1870 and 1880.

9262. CHAIRMAN.—He matriculated in 1875?—His knowledge of Latin was very poor. Of course I don't wish these names to be published.

ALEXANDER SMITH, esq., L.R.C.P. & S., EDIN., and L.A., DUB., examined.

Alexander Smith, esq., L.R.C.P. & S. Edin.

9263. CHAIRMAN.—Were you a student in the Queen's College, Belfast?—I matriculated in Queen's College, Belfast in 1866, as a medical student. I would not have come here at all, but sitting here yesterday listening to the evidence, I thought the evidence of the young man Hanrahan was more or less against the College, and to a certain extent unfair.

9264. We will take evidence of what you know yourself, having gone through the College?—Yes.

9265. Did you take the arts course in Belfast?—No, the medical course.

9266. Did you take your degree in the Queen's University?—No, I passed my half M.D. in the Queen's University. I went to Edinburgh, and obtained the double qualification as physician and surgeon.

9267. How many years were you in Belfast?—Four years.

9268. You had an opportunity of judging of the nature of the education?—Yes. I think when I matriculated, that the examination was fair, quite up to the standard, for a man who had to pass it would be fairly enough educated to understand the medical subjects on which the men were lectured. To go for the arts degrees, a man, I think should be better educated.

9269. Was not the matriculation examination the same both for arts and medical students?—The same both for arts and medical students.

9270. Was there any difference made in the mode of examination?—I think not.

9271. The medical students got as severe an examination as the arts students?—I think very severe. I think it was three days; it commenced on a Friday, and the list of successful men was not put up in the hall till Monday, and each day there was something for examination.

9272. As far as the medical education is concerned, do you wish to say anything of it?—Anatomy and histology were taught the best I have seen anywhere, in Edinburgh, Manchester, Liverpool, and some of the London schools. I do not know any better teacher than Professor Redfern. I do not know any as good. The histology class was very well attended, and the microscope was constantly in use; the largest class in histology I have ever seen.

9273. Professor JACK.—You have had experience in London, Edinburgh, and Manchester?—Yes. I was a free lance about those schools.

9274. You were also in Liverpool and Dublin?—Yes.

9275. CHAIRMAN.—We may take it you have had a large experience?—I had. I have spent holidays in different towns, and gone to the larger hospitals.

9276. You are at present practising in Dublin?—Yes.

9277. Do you wish to say anything about either branches in Belfast?—Midwifery was badly taught, there is no place it is so well taught as in Dublin, not even in London. Dr. Barnes, one of the Royal physicians sent his son to be educated in midwifery at the Rotunda Hospital. The appointment in midwifery in Belfast was very unpopular when I was there. That is not inside the scope of the Commission.

9278. No?—But as bearing on the success of the class. They had another teacher whom the students favoured when the professor they wished to have appointed was not appointed. They became very unfavourable to the teacher in midwifery.

9279. We will simply take the fact that midwifery, in your opinion, was not so well taught?—Yes. Not well taught; but the surgery was very well taught. Materia medica was not very well taught, for this reason, that the professor or gentleman who taught it had a very large practice, and frequently instead of going to meet his class he had some professional engagement, and a notice was posted in the hall that he would not lecture that evening.

9280. We would rather you would not go into the reasons of it?—That was one reason, that a man who has a large practice cannot be a good teacher.

9281. Dr. MARSTON.—Was the teaching in the medical curriculum of Queen's College, Belfast, generally good, in your opinion?—It was very good.

9282. What you stated in reference to materia medica sometimes happens in other medical schools?—Yes everywhere that the professor has any large practice.

9283. Is not that the case throughout the United Kingdom, that men rise by the reputation they make in a medical school, and obtain a practice from that, and, as a matter of course, they cannot take then so much pains with the school as they did before?—You know very well, Dr. Marston, a man who is a professor of materia medica does not acquire his large practice by that subject as a physician or surgeon, it is merely his attachment to a school gives him a certain position. I am sure there are lots of chemists in town know a great deal more than any physician or surgeon does of the subject, but still, as physicians or surgeons, they would be nowhere. It is merely the attachment to a medical school.

9284. Taking the medical and surgical subjects generally, until you have a teaching staff exclusively occupied with scientific instruction, as on the continent, you will be very liable indeed to have them as they rise in private practice neglect to a certain extent their teaching?—That is common, but it should not be, because it is common.

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DUBLIN. *June 26, 1884.*

Alexander Smith, esq., L.R.C.P. & S., Edin.

9285. Professor JACK.—Of course if it were not the case, I dare say, the payments made to the professors would require to be much higher?—Not only much higher, but if a man had to devote the whole of his time to the class, his payment should be much higher. Dr. Redfern never had any private practice at all, and still he was enabled to make a very good income out of his class, being such a very good teacher.

9286. Dr. STONEY.—And having adequate fees attached to his instructions?—Having a large class.

9287. Professor JACK.—It is quite common in medical schools that certain professors have a large practice, and some have not. There are certain professorships in which it is supposed to be good that the professor should have a large practice, and probably the bulk of the medical professorships are now given to men in large practice?—I do not know that that should be done at all.

9288. I am not asking you whether it should be done, but whether it is?—They make a very large practice, being professors of medicine in a school, professors of surgery or midwifery, the public take it that a man appointed for his knowledge in these subjects must be a good man, and they employ him.

9289. You do not know the state of matters in other medical schools, as to whether a large practice frequently accompanies the professorship or not?—No. I could hardly speak to that, except merely as of my own knowledge of Dublin.

9290. CHAIRMAN.—Speaking from your own knowledge of Dublin, you can answer Professor Jack?—I think I can. Nearly all the professors of surgery or midwifery, or of the practice of medicine in any of the medical schools in town, have certainly very good practice.

9291. Rev. Dr. MOLLOY.—Do you think, in the interests of the medical schools, when the practice of one of the professors becomes so large as seriously to impede his attention to the duties of his chair, that he should retire from his chair, and give place to a younger man, who would devote himself more largely to the work of teaching?—Certainly; when a man is appointed he takes certain duties upon him, and where his practice interferes with his duties, he should either give up the practice or the duties which he has undertaken as a teacher.

9292. Dr. MAHAFFY.—As regards the theoretical teaching of medical science, if the occupants of these professorial chairs could devote the whole of their time to the pupils, as Dr. Redfern does, it would be a very good thing?—It would.

9293. But, in the case of those professors who teach more practical subjects, such as surgery or medicine, I presume it is a good thing that they should be associated with hospitals where they could lecture on the cases?—Yes. A man may know his books very well and lecture, but as a physician or surgeon he would be a fool if he was not able now and then in the diagnosis of disease to show that he can make his book-knowledge guide him as to the correct way of discovering what the disease was, and then its treatment.

9294. Patients, therefore, are as necessary for teaching medical science as subjects would be for teaching anatomy?—Of course, for instance, the necessity of knowing an eruption like scarlatina.

9295. Take for example, those chairs of anatomy and chemistry, and so on, where the professors have to devote their whole time to their pupils, I presume you think that to secure good men, they should have either large classes or endowments, and some retiring allowance?—Certainly.

9296. Where a man holds such a chair as medicine or surgery, do you think he should also have some chance of a retiring allowance, lest he should hold on too long when his energies are exhausted?—Certainly, that is one of the faults I find with the Queen's Colleges, that they do not compel a man after a certain time to retire when he becomes very old and feeble.

9297. Having got the best out of him some provision should be made for him when the best is gone?—Certainly.

9298. With regard to Belfast, speaking generally, as you have had an opportunity of seeing the Colleges and hospitals, were the opportunities for practical surgery good?—Extremely good. Belfast is one of the best centres for a surgical school that I know, it is the centre of a large manufacturing district and the number of injuries which occur every day from people in mills and places like that is very great, much greater than in Dublin.

9299. You do not regret having gone there?—Certainly not.

9300. Had they clinical teaching in the hospital?—Yes.

9301. Had you the means of learning everything practically in the application of splints and bandages?—Yes, every man in a certain time became an external dresser and stayed every morning and dressed the wounds. Then he became a clinical clerk to one of the surgeons or physicians.

9302. There were a number of accidents there?—A great number in the Royal Hospital, Belfast.

9303. You say that the teaching in midwifery was not good, but what opportunities had you in Belfast in the practice of midwifery. Had you a large domiciliary practice as opposed to a hospital practice?—No, the professor of midwifery kept a list of men who were taking out their practice in midwifery, which was posted on the back of his door; and when a lot of women attached to the mills understood they could get a medical student to attend them in their confinement they called, and when the servant looked at the board, she sent them to the student's address. There was no institution in which midwifery was taught there.

9304. Dublin is exceptional in that respect?—Dublin is the best place in the world for midwifery.

9305. Would it be quite right to compare Belfast with Dublin in this respect?—You can compare no medical school with Dublin in midwifery.

9306. Compared with Edinburgh and other schools, would you say that the subjects lectured on in the medical faculty at Belfast were quite as well taught as at other places?—With the exception of midwifery.

9307. With regard to ophthalmic surgery, what would you say?—When I went first it was not well taught. Then a very good little hospital was built for Dr. M'Keown and he taught in it extremely well.

9308. When did you leave Belfast?—In 1871.

9309. You do not speak of anything later?—No. I have not been attached to the school in any way since.

9310. What opportunities were there for seeing infectious cases in Belfast?—I had fever myself when I was a student in the hospital where I caught the infection.

9311. Do you think you were then in a right frame of mind to appreciate the symptoms and study yourself?—Yes. There was an epidemic of measles at the time. In the year in which I had fever, five students died in the hospital from fever.

9312. You contracted it from the cases there?—Yes. Visiting cases.

9313. Had you an opportunity of studying diseases of women and children?—There was no teaching at all at that time on the subject.

9314. Do you think it desirable, knowing the progress of modern medicine, that sanitary science should be taught?—Yes.

9315. Do you think it desirable that there should be a course of logic in the preliminary teaching?—I do not know. Logic, of course, is part of a general education, that every one should know. The better you have men educated the broader their brain has grown, and the better it is for themselves and the public generally.

9316. I suppose, too, that you would say it is very desirable, looking at the professional part, that you should have a maximum standard open to all

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men, so as to secure the "survival of the fittest," but, looking to the requirements of the population, you could hardly expect that every man should attain to the maximum standard?—No.

9317. Have you anything to add that you would like to say?—Hardly anything more, what I wanted to say about the retirement of the professors in the Queen's Colleges. Men should, when they arrive at a certain age, retire, and give place to young men with more active brains.

9318. You have practically seen the absolute necessity of that, and you would like to put it in as strong terms as you could, from your own experience?—From my own experience I have seen the necessity of employing a young and active brain more in teaching.

9319. Rev. Dr. MOLLOY.—It would be interesting if you could tell us at what age the brain begins to fail?—It might be disagreeable. I have seen some men who at a certain age—fifty-five years—begun to decline, whereas other men of seventy or so on, their brain power remained unimpaired; for instance, the late Lord Beaconsfield was a great man, and his brain was active to the last. So, too, with Mr. Gladstone.

9320. Dr. MARSTON.—May we suppose that old Parr had an active brain?—Yes.

9321. About practical pharmacy, I should like to hear you say something; how was it taught?—Practical pharmacy was not well taught.

9322. It is required in the Royal University?—It is. The only way you can teach practical pharmacy well is to put a man into a general practitioner's shop, where he will see medicine made up correctly, and prescribed at the same time.

9323. How about dietetics?—Nearly the same.

9324. Speaking of the retirement of a professor of surgery, if attached to an hospital, he must, apart from his brain power, have a certain physical activity?—Certainly.

9325. He could not perform operations?—He could not reduce a fracture or perform operations if a weak man.

9326. That brings me to the opportunities you had in operative surgery in Belfast?—They were not given operations on the dead subject.

9327. Have you heard whether they have improved of late?—I have not heard much about the schools, but as I was leaving Queen's College, Belfast, they were improving.

9328. As regards the opportunities for morbid anatomy, what do you say?—They were very good.

9329. Have you met students from the other Queen's Colleges?—Yes.

9330. Speaking of the medical students from the Queen's Colleges generally as compared with the medical students from other colleges and hospitals to which you have gone, what impression have you obtained with regard to their acquirements and standard of education?—I thought both the Galway men and Cork men were extremely well read men, who worked fairly and honestly, and knew their subjects well. The students of the other schools—I might say of the Dublin schools—trusted a good deal more to cramming, and did not read with the same regularity as I did when I was attending Queen's College, and as other men did—I do not say myself specially.

9331. Can you speak of the students in the Edinburgh and Manchester schools from experience?—They read very fairly in Manchester and Edinburgh.

9332. You are speaking of reading, now go on to something practical and tell me your experience?—I will. There are in Dublin thirty or forty men who make their living exclusively by grinding. There must be great neglect in the mass of students, who neglect so much the opportunities that gradually they have to shove all their education into six months' grinding.

9333. With regard to a practical knowledge of their profession, what would you say of the students of the Queen's Colleges as compared with to her students—I think the Queen's Colleges produce as good a lot of general medical practitioners about the country as any other body I know—that is, about the country dispensaries, and all other institutions.

9334. Do you think that if young men remained for two years at the Queen's College, and then went elsewhere to places presenting larger opportunities for practice, they would then become exceptionally good men?—Yes, if they come to Dublin, and spend a year here, it is a very good plan, but if they attach themselves to one special institution, or special school, and the hospital attached to it, I think they could be taught quite as well in Belfast as here. For instance, take the Ledwich School, and Mercer's Hospital attached to it. They could teach you as well—better, I should say—in Belfast College and Belfast General Hospital, but if you can go to other hospitals—for instance, the Meath Hospital in the morning, and Rotunda next morning—then you get a first-class education in Dublin, but for one hospital and one school the Queen's College is every bit as good.

9335. Were the hospitals in Belfast too many and too distant from one another?—The only hospital they had in my time was the general hospital; that was so distant from the Queen's College, by some it was considered a grievance, and by others that it did the students good to walk in the morning.

9336. Do you know anything about the Queen's Colleges in Cork and Galway?—I have been in both places, but never heard a lecture delivered in either of those places.

9337. Were you in Cork hospital?—I was in the North Infirmary in Cork.

9338. What impression did you derive?—My impression is, it was not large enough, and that the cases there were not sufficiently good.

9339. How many years ago?—Three or four years ago.

9340. You are aware that there are other hospitals?—Yes, there are a lot of small hospitals in Cork.

9341. Rev. Dr. MOLLOY.—In speaking of the resources of the Queen's Colleges for clinical instruction, are you speaking chiefly of Belfast?—Of Belfast; I could not give evidence of the value of the clinical instruction elsewhere.

9342. Dr. MARSTON.—You think, on the whole, that the opportunities for practice and practical clinical instruction are good?—I think so.

9343. Do you entertain a decided opinion based on your experience of two or three years ago?—I could not know to speak of the time since I was a student there.

9344. Did you go into the ophthalmic hospital there?—No.

9345. Do you wish to add anything?—I heard something said of modern languages.

9346. That question is threshed out?—Very well.

9347. CHAIRMAN.—We will take your opinion?—I don't know that Greek and Latin will be of much use in afterlife. It is no later than last night I regretted my ignorance of German, reading a book, when I came across a little sentence; later on I came across a bit of French which I did know. I should always advocate that modern languages be taught.

9348. Dr. MARSTON.—You think that a man ought to have some knowledge of Latin and Greek as part of his general education, but, looking to the practical utility of the acquirement and to the sort of life a medical man would lead, that a modern language would be far more useful than Greek?—Yes, all the Greek I have learned has never been worth three pence to me, nor given me three pence worth of satisfaction either.

9349. Dr. STONEY.—You spoke of practical pharmacy. Are you aware that attendance on a course of practical pharmacy was required at one time in the Queen's University?—Yes, three months.

9350. And subsequently that that course was removed from the curriculum after very careful con-

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DUBLIN.
June 26, 1884.

Alexander Smith, esq., L.R.C.P. & S. Edin

sideration, and it was considered that the curriculum was thereby improved?—I am aware of that, but I do not think it was improved by it myself.

9351. But it was very carefully considered in the Queen's University, and that was the result?—I have seen medical men prescribing drugs which they did not know when they saw them

9352. Dr. MARSTON.—They could learn?—Not in any other way than by practical pharmacy, the prescribing in an institution is never so broad as it is in private practice. I have known medical men prescribing drugs which when put down under their eyes they did not know what they were.

9353. As they did not themselves dispense them that did not so much signify?—It merely came from hook-work, that promise was good for such a disease, and when they saw it they hardly knew it, and so with other drugs—for instance, morphia.

Very Rev. WILLIAM J. WALSH, D.D., re-examined.

Very Rev. William J. Walsh, D.D.

9354. CHAIRMAN.—You wish to make a further statement, Dr. Walsh?—I wish to clear up one or two points about which I fear there may be some misunderstanding.

9355. We cleared up one already?—So I understand That has reference to the absence of a requirement of unprepared work in the programme of the matriculation examination of the Royal University. It is true that in the detailed programme set forth in the Calendar there is no such requirement. But there is a preliminary note intimating that in every examination in arts conducted by the university passages may be set from other authors as well as from those prescribed in the programme. That fully covers the requirements of the case. Allow me to add that the note as it stood in the university regulations as at first issued did not include, or at least did not clearly include, the matriculation examination. I am glad to see that it has since been modified so as to include the matriculation examination as well as all the others. When I was examined here a few weeks ago, I was not aware that the change had been made. There is a general direction in the programme for all the examinations in arts.

9356 Professor JACK.—Do you know, with regard to that point, whether all the matriculation examinations include unseen passages?—Generally speaking, they do. You will see from the examination papers in the Royal University Calendar, that unseen passages are set at the matriculation examination. I should also wish to add that as a matter of fact they were set even at the first matriculation examination held by the Royal University in 1881. At that time, in a printed letter addressed to the Senate of the Royal University, of which I was not then a member, I complained of this having been done. I pointed out that sufficient notice had not been given that it was to be done. But at the same time I pointed out the necessity of having such a requirement included in the programme. It is now, as I have said, included.

9357. With regard to this is there any direction to the examiners at all in marking the total amount. Suppose the total amount is what has been stated for Latin, is the total amount divided into so much for two unseen passages, so much for in the other passages. Do you know the details?—I do not as a matter of fact. I was not a member of the Standing Committee when the regulation for the distribution of the marks was made. In the Intermediate examinations marks are allotted to the various sections of each subject in the manner described in your question.

9358. Dr. STONEY.—Could a candidate pass who had not answered from the unprepared passage, and who had from the rest of the paper?—Yes, if he made a proportionately high scoring in the remaining portion, as I explained with regard to those examinations when I was examined before

9359. CHAIRMAN.—There is another matter you wish to mention?—Yes, in reference to the medical students. I have seen in the newspaper reports that since my former examination here, one of the Commissioners asked a witness, I believe a medical witness, whether a person occupying a position such as mine was likely to be a good judge of the kind of matriculation examination suitable for medical students. Now I endeavoured to make it quite clear during my examination the other day, that I was not speaking at all of medical students. I think I did make it clear that I spoke only of the faculty of arts, and not of medical students, except so far as they were for a time members of the faculty of arts and consequently obliged by the university regulations to comply with the requirements of the arts section of the university programme

9360. Dr. MARSTON.—I quite understood that?—I thought so, but I wish to make the matter quite clear, so that there may be no confusion about it in the official report of the evidence.

9361. Rev. Dr. MOLLOY.—We were told in evidence the other day by a witness that he thought the programme for matriculation at the Royal University was sufficiently high, but that the examiners let down the candidates too easily. Can you say whether the examiners were the persons who passed the students for matriculation at the Royal University?—I can state that they were not.

9362. By what body were the students passed at the matriculation examination?—They were passed by the Standing Committee of the Royal University. The examiners merely reported the marks gained by each candidate in each subject of the examination. Those marks then went before the Standing Committee and the Standing Committee decided what students should pass and what students should be rejected.

9363. Can you give us any opinion as to what principle the Standing Committee have followed in dealing with the marks of the examiners, and allowing students to pass or reject them. I don't know whether it is a question you would like to answer, but it is within your discretion?—I should prefer not to answer it as I have ceased to be a member of the Standing Committee and of the Senate of the Royal University. I have no difficulty, however, in stating in general terms that I quite disapprove of the plan followed, but I should prefer not to go into details.

9364. Do you think, speaking generally, the students were allowed to pass on an inferior standard of answering in many cases?—I think in many cases they were—perhaps I should rather say, in a number of cases.

9365. And do you think the examiners are free from any charge of being unduly lenient in the matter?—They are absolutely free from it, this being a matter with which they have nothing whatever to do. The examiners merely mark the actual answering of the students. If there is anything to find fault with, fault should be found, not with the examiners, but with the Standing Committee.

9366. With regard to the other examinations of the Royal University, is it the Standing Committee award passes, or is it the examiners?—That I cannot answer from my own knowledge. I was not a member of the Standing Committee when the other examinations were adjudicated on last year. I was a member of it when the matriculation examinations were dealt with, but not when it was dealing with any of the other examinations.

9367. CHAIRMAN.—Is there anything else you wish to add?—I should wish to add that although I mentioned in my former examination the names of only a few schools as having sent up distinguished students to Maynooth, I did not at all intend to exclude the other schools of the country, and I may now say there are a great many other schools that have sent up to us

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most distinguished students, students who had taken very high places and exhibitions in the Intermediate examinations.

9368. In addition to the schools you named?—Yes. If the Commissioners wish I can give them the names of several other schools.

9369. Dr. STONEY.—Were you a member of the Standing Committee last autumn—that is, in 1883?—I was a member of it after the meeting of the Senate that was held in October, not before.

9370 Were you on the Committee when the medical examinations were adjudicated on?—No; the only examination I had to do with was the matriculation.

9371. Dr. MARSTON.—As regards the subjects in ecclesiastical colleges it occurred to me that although classics, metaphysics, and such branches of study, rightly form the most important part, perhaps, of the training in such colleges, it does not follow that other branches of study might not afford as good a training for other students, and that is what I wanted to draw out?—I quite agree with that view of the case

9372. Do you substantially agree with what Father Delany told us on that heading?—Please let me know what Father Delany said. I suppose from your question it was that in certain cases excellence in science might be allowed to take the place of excellence in ancient languages?

9373. Does that express your view?—Yes, certainly; with regard, for instance, to medical students.

9374. And you agree with what he said?—I should think so. I am not quite sure as to what Father Delany said, I have not had an opportunity of seeing a report of it, but substantially you may take it that I agree with him. I am well acquainted with his views on this subject.

9375. Rev. Dr. MOLLOY.—At the matriculation last year the number examined was 717, and the number that passed was 606, which represents, as I make it, eighty-four per cent. Judging from the marks of the examiners which came before you, do you think eighty-four per cent. was an unduly large proportion to be allowed to pass on those marks?—I do. I am of opinion that certain classes of students were allowed to pass on that examination who should not have been allowed to pass. I was opposed to their admission, but they were admitted by the majority of the Standing Committee.

9376. What do you mean by classes; the word is somewhat ambiguous?—For instance, students who failed altogether in one subject, such as experimental physics.

9377. Your view is that if a subject appear upon the programme it ought to be enforced?—Yes. I am quite in favour of allowing an optional arrangement of subjects in a programme, in fact the Royal University expressly allows this, when, for instance, it allows another language to be substituted for Greek, but where a subject is inserted without the option to change it, I consider that the programme ought to be enforced, in the sense that if the student failed absolutely in that subject, the subject not being an optional one, he ought not to be admitted.

9378. Dr. STONEY.—You express an opinion that an arrangement by which the award is made by the Standing Committee which is distinguished from the board of examiners, is not a satisfactory one?—In the respect that I have explained, yes.

9379. And if there is a meeting of examiners are there other considerations that ought to be taken into account besides the mere numerical scores?—I do not quite understand your question.

9380. I mean, ought the mere numerical score that a candidate has got be the only thing taken into account by a board of examiners in determining the award to be made to that candidate?—The examiners have nothing before them but the numerical score.

9381. If they have themselves been the examiners they have?—I understood you to speak of the matriculation examination in the Royal University. I know nothing of the other examinations of the university, that is to say, I have no personal knowledge of them, and I wish to confine myself to what I do know personally.

9382. Professor JACK.—In the particular examination to which your testimony refers there has been a system of what we may call compensation?—Yes.

9383. That is a system which nobody could have foreseen from the published regulations, or at least which many people did not foresee? Perhaps so. You understand how the principle of compensation works?—A certain percentage, say, thirty per cent., is first fixed upon, then the students who reach that standard in all the subjects of the examination pass, as a matter of course; but if a student falls below that standard in certain subjects he can make up for his deficiency by specially good answering in the others. I think that a very fair arrangement.

9384. Then, I understand, with regard to that principle of compensation, there is usually a distinctly lower percentage, say fifteen per cent., or whatever might be fixed, such that if students fall below the lower, they should not pass in any case?—Unfortunately there is not. I think there ought to be.

9385. There is nothing of that kind?—Unfortunately there is not.

9386. You speak of the one examination?—Yes, only of the one examination; for, as I have said, I know nothing of the manner in which the passes were determined at any of the others, and I wish to speak only of what I really know.

HENRY MACNAGHTEN JONES, esq., M.D., M.CH., F.R.C.S.I. & EDIN., L.M. & L. R.C.P.I.; Ex-Professor of Obstetrics, Queen's College, Cork; Examiner in Midwifery and Diseases of Women and Children, Royal University, Ireland, examined.

Henry Macnaghten Jones, esq., M.D.

9387. Dr. MARSTON.—Dr. Jones, you were, I think, connected with the Queen's College, Cork?—I was directly connected with the College for twenty years, either as a student or as a teacher.

9388. Had you any appointment there?—I was connected with the Fever Hospital and the County Hospital, the Ophthalmic and Aural Hospital, the Women's Hospital, and the Cork Maternity.*

9389. Up to what date?—The commencement of 1888.

9390. We have been told by a witness that the teaching in midwifery whilst you were there was very good. Would you tell us whether Cork offers sufficient opportunities for educating students in obstetric practice?—In my opinion, most perfectly at present, in pure obstetrics. The school may be slightly deficient in what you will understand as gynecology, that is, in the practice of the diseases of women. But it is right to say that it has improved enormously within the last few years in that direction, and more particularly since the hospital for diseases of women was established in Cork. During my connexion with the College, numbers of students availed largely of that hospital, and therefore, to a certain extent, it met a want that existed in the school up to that period, which was about the year 1874. But in the opportunities for students in midwifery practice and the attendance on cases, I think Cork admirably well off. They have two institutions, the Lying-in Hospital and the Cork Maternity. I have known

* Senior Physician (Cork Fever Hospital); Surgeon (Cork County Hospital); Surgeon (Ophthalmic, Aural, and Throat Hospital); Consulting Surgeon (Women's Hospital and Cork Maternity).—H. M. J.

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DUBLIN. *June 26, 1884.*

Henry Macnaghton Jones, esq., M.D.

as many as sixty, seventy, and up to 100 cases of midwifery, taken out by a single student in Cork.

9391. Were they domiciliary confinements?—They were attended at their own homes, that is, from the Cork Maternity. A man had been resident there for nearly a year in my time—a student, not a practitioner.

9392. Then I am to understand that the opportunities afforded in Cork in this respect are exceedingly good?—Certainly.

9393. But with regard to diseases of women and children, the opportunities are not so good?—They were restricted to a certain extent. But it ought always to be borne in mind, with regard to that special department, that there are unusual difficulties even in metropolitan schools as to practical instruction in diseases of women. That is obvious. It does not apply to Cork particularly, but it applies to all provincial schools.

9394. As you know the college teaching and the hospitals in Cork, will you give us information with respect to these generally as regards the medical education of a student?—My experience and my knowledge of the under-graduate course, and of the men whom I have met in afterlife, enables me to say that the average practitioner or the graduate who has studied entirely in Cork, and who has not even gone to a metropolitan school after his course, is above the average that I have met with from other licensing bodies.

9395. You are now practising in London?—I am practising in London now. That would be my experience, and the test I have mentioned is one of the best you can apply. In addition to that you have the test which has been before the Commissioners several times—success in the public service. I have known myself of high places obtained from year to year by men who have studied, if not entirely, almost entirely, in the Cork School of Medicine, and who have not put in more than six months, or, perhaps, not even that period of time, outside Cork. They have got as high places as others, both in the Army Medical Department and, if I mistake not, in the Indian Medical Department.

9396. Be good enough to tell us, with regard to the hospitals, are the opportunities for hospital practice, both surgical and medical, in Cork quite sufficient to give men a practical knowledge of their profession?—Quite, I should say; but I am one of those who believe that, in the face of modern competition and modern improvements in medical science, every individual medical student, either during the last year of his medical career or the year immediately subsequent to that in which he is qualified, should avail of the necessarily larger opportunities which he may have in the metropolis.

9397. Although this is very desirable it would not in all cases be practicable; do you think the hospital practice in Cork would suffice to turn out a good average practitioner?—I would say above the average.

9398. That is to say, that the amount of medical and surgical material would be quite sufficient to give him a knowledge of his profession, and that the clinical instruction at the hospital would be quite sufficient also for the purpose?—Yes.

9399. That is based on your own experience?—On my own experience.

9400. Do you know anything about the Ophthalmic Hospital at Cork?—It was I that established it. I was connected with it for fourteen years.

9401. Perhaps you would like to say something about that?—I can say that it was largely availed of from its opening up to the time I left Cork. I have taught as many as thirty to forty students in one year at that special hospital. They had no fee to pay. They came and had their instruction in the hospital, and they largely availed of it; and, as I mentioned before, they were beginning to avail more of the women's hospital—the special hospital. You can understand there was a slight drawback in Cork on account of the distance at which the College was situate from the hospitals. Therefore, the students were not able to avail of the special instruction as much as they would if the school was in immediate connexion with the hospitals.

9402. The number of hospitals, and their distance from one another and from the College, were rather detrimental to medical studies; but, nevertheless, they could do all that was necessary?—Yes, decidedly. As you are on the subject of hospitals, I may say there is one hospital in Cork which is not availed of by the medical students, and which affords a great field for medical study, and that is the large union hospital. I have been over the union hospital several times, though not connected with it, and it has been my opinion for some time, and one that I hold now strongly, that it is a great loss that the students do not avail of the union hospital in Cork.

9403. The union hospital affords abundance of material; but is that material of the right kind, and would the medical and surgical staff of such an hospital be of the right kind also for teaching purposes?—I suppose I am right to limit my observations to the Cork hospital. The physicians at present connected with the Cork Union Hospital, in my opinion, are as well calculated to afford clinical instruction as any other physicians in Cork. The field of observation in that hospital is very large. I will give an example:—In the other hospitals in Cork, as any medical man will understand, there is not such a field for the study of chronic nervous diseases and those nerve affections which are now being better understood, and the opportunity for studying which is required in the provincial towns. There are splendid opportunities in the Cork Union Hospital for studying that class of affections.* I just give that as an example.

9404. Had you many accidents in the Cork Hospital?—Constantly.

9405. So that the students could see all varieties of fracture?—I should say, with the fifteen to twenty beds that I had occupied at the county hospital, and with those of one of my colleagues—we had three surgeons attached to the hospital—an attentive student would have an opportunity in one session of seeing all the ordinary accidents and a great number of the major operations in surgery.

9406. What number of beds had you in your Ophthalmic Hospital?—I left it with thirty.

9407. Had you a large extern department?—About 1,700 cases in the year. I may remark that about 350 to 400 cases were attended in the Cork Maternity for the year of midwifery.

9408. Had you a sufficient number of cases to illustrate all the infectious diseases at the Fever Hospital in Cork?—Quite. We generally treated somewhere between 400 and 500 cases of fever in the year, including, of course, every class of infectious disease. The students had just begun to avail of the Fever Hospital, in consequence of the new regulations of the licensing bodies, and more especially of the Royal University, requiring them to attend fever.

9409. The Royal University has raised the standard of education in this country in your opinion?—As an examining board, I certainly think it has.

9410. What opportunities have the students in Cork of studying pathology and morbid anatomy?—That I think the weak point of this school. In consequence to a great extent of the difficulty in obtaining post-mortem examinations, the opportunities are to a great extent curtailed, and are not as large as they are in other schools. But I conceive that, perhaps with a little greater exertion on the part of the medical staff of some of the hospitals, and the students availing more largely of the medical societies, where pathological specimens are shown fortnightly throughout the college session, and a certificate being given to a diligent student for attending those meetings, he

* In referring to the Union Hospital I intended to convey, not its substitution as a "recognised hospital" for the other recognised clinical hospitals, but its being opened to students for special study and as an adjunct to the other institutions of the city.—H. M. J

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would get considerable experience in pathology, in consequence of the discussions which he would hear on the pathological specimens at those societies. Or also, I think that the union hospital might be availed of. I mean to convey that the opportunities for pathological study might be enlarged and more availed of by the students.

9411. Do you happen to know why the union hospital is not recognized?—No. I do not think it would be recognised by any of the licensing bodies.

9412. Is there any professor of practical hygiene in Cork, or any means of teaching practical hygiene?—No.

9413. Would it not be desirable?—Most desirable. It has always been the wish of the President of Queen's College, Cork, to have a lecturer in hygiene. I understood there was some movement in that direction, but it was never carried out.

9414. I understand that although students are not compelled to go elsewhere to complete their medical education it is desirable they should?—Yes.

9415. Do you think the fees for the medical curriculum at Cork sufficiently low?—I would be almost inclined to say too low.

9416. Are the scholarships fairly distributed in the several faculties, having regard to the relative numbers in each faculty. Have you ever thought of that?—I have frequently thought there has not been a due proportion between the number of scholarships awarded to arts and medicine. I think the faculty of medicine is entitled to a larger proportion of the scholarships.

9417. Could you give us any details as to that?—I have come to that conclusion from the relative marks obtained by successful candidates in the respective faculties, and the number of students in each class in the medical faculty; I do not think the scholarships are fairly apportioned. I do not know whether this may be considered a fair test.

9418. Do you think it would be a good thing to have a summer course, if it could be had, for hospital practice?—Most decidedly; for in my opinion, especially of late, since the curriculum has been altered by the regulations of the Royal University, and that of the first year in medicine, in which there is a classical subject, and so on introduced, there should be a summer session. The student at present has an enormous course to go through in four years, and I myself feel that it is beyond the capacity of most ordinary men to cover the ground of the present medical curriculum in four years, and at the same time to study those special branches which have been referred to, such as ophthalmology, otology, mental diseases, fevers, and gynecology. It is utterly impossible for an ordinary student to cover that ground.

9419. Do you think that students in the medical faculty should graduate in arts first, before going on with their medical studies, or that they can usefully pursue the two concurrently?—I individually should not hold the opinion that it is necessary, in order that a man should be a most successful practitioner, and attain to distinction in his profession afterwards, that he should graduate in arts before entering medicine; but I do think it would be very important that he should have a sound preliminary education before entering medicine; that the age at which he should be allowed to commence strictly medical studies, should be from at least seventeen, and that he should have passed over such preliminary subjects as would be likely to distract his attention from purely medical ones, before entering his strictly medical course. Those subjects to which I would more particularly refer, would be any classical studies, zoology and botany, natural philosophy, and modern languages; for in my opinion, it gives a man of even unusual ability more than enough to do at present to complete the medical curriculum, and to arrive at the standard of excellence which is laid down by the universities, at the termination of his fourth year. If he is encumbered by outside knowledge, I hardly conceive that a man could fairly and thoroughly master the subjects in that time.

9420. The General Medical Council exacts a preliminary education from all medical students?—Yes.

9421. Have you anything to tell us with regard to the matriculation examination at the Colleges, whether it is sufficient in the medical faculty for the purpose—is it too low or too high—or have you formed any opinion about it?—Well that is a matter that I am not able to give as good an opinion on, as others have been, who have been before you. I should say as to the matriculation of the Royal University, which I regard as being more difficult than the simple matriculation of the Queen's College, such a standard as that would be quite sufficient for the ordinary medical student. It is slightly I think, more difficult, but I do not like to give a positive opinion on that point.

9422. I think I have taken you pretty well over the field now. Is there anything I have omitted, and which you would like to express an opinion on, founded on your own experience if possible?—No. I think you have touched on most points of importance in connexion with the medical school, and I have given a strong opinion, which I conceive embraces more or less everything connected with the school, and that is, that the general tone of medical education in Cork is quite as good as that which ought to be expected from any provincial town, and that the students have, if they choose to avail of them, ample opportunities of becoming good medical practitioners, and even above the average medical practitioners. I should like also perhaps, from my long connexion with the school (I do not know whether it comes within the scope of your inquiry) to bear testimony to the high class moral tone of the students in Queen's College, Cork, during the long number of years I was connected with it.

9423. CHAIRMAN.—No?—Very well.

9424. Dr. MARSTON.—Have you anything to say with regard to operative surgery?—No; because of late years there have been opportunities afforded to students for studying operative surgery in the college.

9425. Of late years opportunities have been afforded?—Yes.

9426. Sufficient?—I do not know sufficient of the surgical department, perhaps, to express an opinion; but I should say hardly sufficient..

9427. CHAIRMAN.—Have you formed any opinion at all about the propriety of medical students being required to pass the first university examination in arts in the Royal University?—No.

9428. I dare say you would be able to tell us your own opinion as to whether it would not be for the general advantage of the profession that a student should pass the first university examination in arts with a view to getting a university degree?—Yes; I think it would be to the advantage of the profession.

9429. You would not like to see a university degree given to a man who had not passed the first university examination in arts?—A university degree in medicine?

9430. A university degree in medicine. Do you think it at all an unreasonable thing that a university should exact as a condition to giving a medical degree that the student should pass the first university examination in arts?—Individually I should not hold that it should be imposed as a necessity on the students. I think there would be many obvious advantages connected with the regulation; but I should not be one of those to impose it as a hard-and-fast rule, an absolute necessity. There are advantages, and it would raise the character, no doubt, of any degree by imposing such a regulation.

9431. You spoke about extending some of the scholarships at present given in arts to the medical faculty?—Yes.

9432. Have you made yourself acquainted with the relative proportions in which exhibitions and scholarships are distributed in other universities in arts and medicine?—Not on the percentages of marks.

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DUBLIN. June 26, 1884. Henry Macnaghten Jones, esq., M.D.

9433. But the proportions allotted respectively to medicine, and those allotted to arts?—No, I am not aware. I simply judge by my experience as to the number for arts.

9434. You are not aware that the relative proportions are substantially the same in other colleges as in Cork?—No.

9435. Professor JACK.—With regard to the matriculation examination you may be able to tell us your experience as to the state in which you found students who had passed it, as regards their capacity for profiting by your lectures—did you find that the students were able, as a rule, to profit by your lectures, or not?—I should answer that question decidedly in the affirmative that they were able to profit by my lectures. Of course I am speaking of the third year when they had considerably advanced.

9436. But at the time you had them passing under your hands there was no deficiency in the whole body of the students, so far as regards profiting by your lectures?—Certainly not.

9437. If the object of the examination had been to select students who would be able to profit by the lectures given in the college, so far as your experience goes, you would say that the matriculation examination had been successful?—I would.

9438. Dr. STONEY.—In reference to this year of arts, if a student can afford only to devote four years to his study after matriculation, do you think that it is advisable he should have an examination in arts at the end of the first of those four years—will it or will it not interfere with his medical studies?—It will most materially interfere with his medical studies.

9439. If he can only afford four years it will tend to injure his medical education?—I think so.

9440. If he can afford five years, how would you compare a student who had passed this first university examination in arts at the end of the first year and afterwards devoted the four succeeding years to his medical curriculum and then taken his degree, with another student who had devoted the first four years to his medical studies, taken his degree and then devoted, after taking his degree, the fifth year to visiting the large centres which afford greater hospital opportunities, such as London, Paris, or Vienna—which of these two courses would be the best for a man who could devote five years to the study of his profession?—Individually if I had my choice I would take the latter course, certainly.

9441. I understood you to say that you thought the best course for a student to adopt in such a school as that of Cork was to pass three years there, and then to come up to a school in connexion with metropolitan hospitals, for the fourth year. If, however, the student could afford to spend a fifth year, and if he studied during four of them in Cork and took his degree, and then, having the pressure of examinations removed off his mind, if he devoted the additional year to great metropolitan hospitals, should you not regard that as a still better course?—I would, certainly. Of course I hope it is clearly understood that I feel that it is not necessary for a man to leave Cork for his fourth year.

CHAIRMAN.—So we understood.

9442. Dr. MARSTON.—Is the Mercy Hospital available for students?—It has been always largely availed of. I myself, as a student, attended it for two years, and then received some of my best clinical instruction at the Mercy Hospital from Dr. O'Connor, the present Professor of the Practice of Medicine in Queen's College, Cork.

9443. Rev. Dr. MOLLOY.—You are acquainted with the distinction, of course, between a licence to practice medicine and a university degree in medicine?—Certainly.

9444. Do you think it unreasonable for a university, in fixing the conditions on which it will give degrees in medicine, to require a higher standard of general culture than may be exacted by licensing bodies?—I have said that I did not consider it unreasonable.

9445. Do you think it desirable that those who receive degrees in medicine should have a greater amount of general culture than the run of medical practitioners who get a licence to practice?—Yes. I should place a higher standard on the man who had a university degree certainly than the one who had a simple licence of a licensing body, and therefore I should also place, perhaps, a higher test on that man. That test may be, of course, applied in two ways, either in point of a higher standard of purely medical education and the physical sciences associated generally with the medical course, or it may be applied by a more extended and higher form of preliminary examination, or some such examination as you referred to, and that would be my opinion. I think it would be for the benefit of the profession generally that such a higher test should be applied to a graduate in medicine than to the simple licentiate.

9446. You are aware that in the University of Dublin a candidate for a degree in medicine is required to be a graduate in arts?—I am; but——

9447. I was not going to ask you any further question than that?—But I think it right to say that I am not aware the application of that test is a happy illustration.

9448. I did not mean it as an illustration.

9449. CHAIRMAN.—He has a right to explain?—But I do not think it has proved in the case of graduates of medicine in Trinity College that it has increased the value of the degree for the graduates in medicine, nor has it, that I am aware of, given the degree additional importance. Individually I do not think that it has. What I mean is that the graduates of the Queen's University, in my opinion, would contrast favourably, though they had no arts degree. Although a great number of graduates of the Queen's University have degrees in arts, I do not think the fact that Trinity College having imposed that regulation has improved the degree or given the degree in medicine any superior character to the degree, for example, of the Queen's University.

9450. Rev. Dr. MOLLOY.—Do you think those graduates of the Queen's University who have taken the degree in arts are able thereby to take a better position in society when they go into practice afterwards in consequence of that?—Not to my knowledge, and I know a great number of the graduates of the Queen's University personally, and the position they have taken in afterlife.

9451. The Queen's University has ceased to exist, and now there are only two in Ireland, the University of Dublin and the Royal University. Suppose the Royal University were to give its degrees in medicine without any test of general culture, except the mere matriculation examination, do you think that its graduates in medicine would be able to place themselves upon the same general level in their subsequent practice as the graduates of medicine in the University of Dublin?—Broadly I should say they would. It will depend, in my opinion, to a great extent upon the standard of the medical examinations of the University apart from any other consideration, if the standard of the Royal is such as to secure a man of sufficient excellence entering our profession. I consider that that is the main test, and I believe that that is what will ultimately tend to prove the standard of the value of the University degree rather than the imposition of any arts degree in addition to the degree in medicine.

9452. If a graduate in medicine besides a first rate professional education has also got a good general education in arts, is it not an advantage to him in his subsequent practice?—It may be, but it must be remembered that the most distinguished men who have held positions in medicine, and in medical science, have never had a degree in arts.

9453. But if it be an advantage to have a good general culture in arts, is it not desirable that a university in fixing the condition on which it gives degrees, should establish a test of such general culture

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in arts?—And that I take it was the question I was already asked in regard to a certain examination being demanded by the Royal University. I think you said the first examination in arts, and I stated as I said before, that it would be an advantage to have such an examination.

9454. Dr. MARSTON.—Do you not consider it desirable to have a maximum standard of education, and a maximum professional qualification, in order to secure a select body of professional men?—A select body, certainly; but my remarks applied generally to the graduates, not to a select body, to whom it may be well to apply an unusual test.

9455. I mean by "select" a sifted body?—Quite so. Then you may apply any test no matter how extensive or high that may be.

9456. Dr. STONEY.—You have expressed the opinion that four years ought to be devoted exclusively to the medical curriculum?—Certainly.

9457. And that an arts curriculum carried on concurrently with the medical curriculum would impair the medical education?—I cannot conceive it possible that a man can carry on the two together under the present conditions of the licensing boards.

9458. Am I right in inferring that, after the examination in arts is held, the candidate ought to devote four clear years to his medical education?—That is my opinion.

9459. If the university enforces five years education as a condition to its degree, would that exclude a great number of the lads who aim at becoming medical men in Ireland?—Individually, I do not think once the regulation was applied that it would do so. I do not think for instance the fact of requiring students to pass a year of preliminary education and during that year study those subjects I mentioned, the physical sciences, and then enter on his purely medical course, would very materially interfere, if made universal. Of course if it were done in the Colleges and not done in the metropolitan schools, the students, in order to avoid the additional expense of training, would go to the metropolitan schools.

9460. Those arts subjects that you particularly recommended were all required in the Queen's University?—Quite so.

9461. Dr. MARSTON.—The licensing boards requiring four, anybody that would put on a five years education would drive the students away from them?—Exactly.

There being no other witnesses—

The Chairman announced that the Commission was adjourned until further notice.

SIXTEENTH DAY—THURSDAY, AUGUST 7TH, 1884.

AT THE COMMISSIONERS' OFFICE, CASTLE-STREET, DUBLIN.

Present:—R. P. CARTON, Esq., Q.C., Chairman.

Rev. GERALD MOLLOY, D.D., F.R.U.I.; GEORGE JOHNSTONE STONEY, Esq., M.A., D.Sc., F.R.S.; Professor WILLIAM JACK, LL.D.; and Deputy Surgeon-General JEFFERY A. MARSTON, M.D., with N. D. MURPHY, Junr., Esq., Secretary.

JOHN THOMAS BANKS, Esq., M.D., Dub. Univ., Regius Professor of Medicine in Dublin University, Physician to the Queen in Ireland, Member of the General Medical Council, and Member of the Senate of the Royal University of Ireland, examined.

9462. CHAIRMAN.—You are a physician practising in Dublin?—I am.

9463. And you have been practising here for a great number of years?—A great many years.

9464. You are also a member of the Senate of the Royal University?—I am.

9465. And you have been, more or less, connected during your professional life with the education of medical men?—Yes; at least from a very early period of my professional life. I was professor of medicine in the university for years. When I say *the* university, I mean the University of Dublin.

9466. That is in Trinity College?—Yes. I am now regius professor. So that I am the chairman of the board of examiners.

9467. As a member of the Senate of the Royal University you are aware of the rule of the Royal University requiring medical students to take the first university examination in arts?—I am.

9468. Were you a member of the Senate when the rule was passed?—I was.

9469. In your opinion, do you think it an advisable thing in the interests of the medical profession that the first university examination in arts should be insisted on?—I do. I regret that a longer period of arts study is not demanded. We require in the University of Dublin four years of arts—a degree in arts.

9470. But I believe there was a difference of opinion amongst the Senate as to whether that rule should not be adopted in the Royal University?—Some of us wished for it, but it was supposed not to be practicable. In very truth it was supposed that if a complete university education—a degree in arts—was insisted upon, that the supply of medical practitioners would not be sufficient. I think that has been stated very strongly by Sir Lyon Playfair lately. There is a certain supply necessary, and if very expensive education was insisted upon the supply would fail. My impression is that that was stated by him. I may say that I myself, by no means, advocate extreme facilities for entering the medical profession.

9471. Do you consider it would be a reasonable thing for a university to fix, as a condition for a university degree in medicine, that a medical student should take a degree in arts?—I do. It is putting a false stamp on a man to give him a university medical degree who has had no literary education beyond that required by the corporations, as they are called, where no university education is required.

9472. Dr. MARSTON.—You were on the Senate of the Queen's University?—I was.

9473. And you are now on the Senate of the Royal University?—Yes.

9474. Can you tell me whether as many students in the medical faculty come up to the Royal University for their degrees as formerly came to the Queen's University?—I have heard there is a falling off, but I cannot give you the figures.

9475. Can you throw any light upon the cause of this diminution?—I suppose it is the year of arts; but after some time that may, as it were, right itself—when students commence with the knowledge that a year of arts is required.

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DUBLIN. *August 7, 1884.*

John Thomas Banks, esq., M.D.

9476. Are you acquainted with the programme of matriculation in the Queen's Colleges?—I am.

9477. Do you think it a fair and proper one?—I do.

9478. Looking to the standard of education in this country, would you say that it is a proper one?—I believe that it is a very fair examination; and they all come up to what has been laid down as the amount of education that the General Medical Council requires before registration.

9479. The General Medical Council exacts an examination in preliminary education for medical students?—Yes. For all students before registration.

9480. Have you sufficient knowledge of the programmes of matriculation examination in the three Queen's Colleges, to state whether there are any differences between them?—I do not know that Queen's College, Galway, has published its Calendar; but I have seen the Calendars for Belfast and Cork, and I do not think there is much difference between them.

9481. Dr. STONEY.—Galway publishes its curriculum also?—Galway does publish a Calendar, but I have not seen it. I presume it is equal to the others.

9482. Dr. MARSTON.—Would you recognise any difference between a teaching college or university and an examining university as regards the matriculation examination—I mean should it be more rigid in one than the other?—I do not see why it should be. I think both should be sufficiently rigid. In the Colleges of Physicians and Surgeons there is the security of a good examination in arts, previous to entering upon the study of medicine.

9483. What I meant was that in the case of a purely examining university, the results are tested with a view of classifying a pass and honor list; but in the matriculation of a teaching college, the examination is to ascertain the fitness of the candidate for the teaching of that college. Would that make any difference in your mind?—I do not see exactly that it should make any.

9484. The London University, for instance, exacts a very high standard in its matriculation examination?—I am aware of that; and I fear if all universities and colleges exacted such an examination as the London University, the supply of medical men would fail.

9485. Do you hold that as regards young men seeking to study in the medical faculty, the principle of compensation should be adopted in the matriculation examination—*i.e.*, superiority in one subject should be held to compensate for inferiority in another subject?—I think if the inferiority in the answering is very low that it ought not.

9486. But supposing that it were very low in Greek and very high in Latin?—I think it might. I should like to state, if I may make an observation not in answer to a question, that with respect to the educational requirements for medical students, I entirely protest against the omission of Greek. Greek is an optional subject in many of the examinations, and it is so in the Royal University. I think it ought not to be; for this reason, that the nomenclature of our science is all taken from the Greek. An attempt has been made in Germany to Germanize the medical nomenclature and it has been an utter failure. The most German of Germans, Virchow, has tried it and it has been a most disastrous failure. As for Latin, I scarcely think it necessary to say, I consider that essential. At the General Medical Council I have raised my voice against making Greek optional.

9487. Looking to the number of competitors for medical appointments in this country, is it your opinion that the threshold of the medical profession should be made higher and more difficult?—In answer to that, I had better say there must be two grades. There must be those who look to a complete university education to qualify them for the higher ranks of the profession and those who are destined to be general practitioners.

9488. Do you think that the supply of the medical element is in excess of the demand, and that the standard of education is unduly lowered by the facilities offered to men to enter the medical profession?—I believe it is to some extent lowered by the facilities afforded. I think, also, that the period of medical study is too short, and this enables men to come at too early an age to the profession before they have had time to be well educated. It is shorter than in most countries. In France, for example, it takes six years. In Sweden, where the physician enjoys the highest and most influential position, the period of study is much longer.

9489. You are aware of what Billroth has said on this subject as regards Germany?—I am.

9490. Will you tell us, please?—Billroth says that the sons of poor parents should be discouraged from going to the medical profession; and he lays down a regular programme that unless a man has a certain amount to start with, for example, 20,000 marks, or 12,000 gulden, he ought not to go to the medical profession. This is the minimum, and does not take into account an early and imprudent marriage; because there is no more wretched position for a man to be in than after he has attained a profession to be half starved. He is even of opinion that there should be a certain provision for a man whilst waiting for practice. At the same time he guards himself against its being supposed he would exclude talent; but he says perhaps out of 1,000 of those poor fellows there may not be one who would rise to a certain position.

9491. Have you any reason to think that a number of young doctors in this country are leading a genteel starvation life?—Well, sir, I really cannot answer that question.

9492. You are afraid that it may be so?—Some are very poor, no doubt. I am strongly of opinion that it is a calamity when persons of very low degree enter the profession. I think that men should have such an education as costs money. I do not mean to say it is always necessary that they should be the sons of rich people, but that they should have an education which costs money. The German writer to whom I have referred says, the physician ought to be one of the ἄριστοι of their district with the judge and the clergyman, the men of education and position to whom the people should look up; and if they are but a little raised above the farmers and the middle classes of that kind, of course they cannot be looked up to.

9493. But you recognise the expediency of having two classes of practitioners, one superior, consultative, composed of university graduates, of highly educated university men, and the other of qualified practitioners licensed to practice medicine and surgery?—I do; and we recognise that in the University of Dublin; because there is a class of licentiates in medicine who have two years in arts, and are subjected exactly to the same professional examination as the bachelors of medicine. If they are industrious and go on with the two additional years of arts, they may become bachelors of medicine without further examination, the medical examination for the one being as good as for the other.

9494. You would sift with an examining sieve, high educational and professional requirements being exacted from the few or the many?—Practically it is from the few, because it is comparatively the few that go for the higher education. In France this is recognised. There are two classes. I do not mean to say I advocate it. I think the man who practice in the country, and amongst the poor ought to be just as well educated professionally as those who practice amongst the rich.

9495. What I want to draw out is that you can scarcely expect to get the number of those highly educated men that would be necessary for the medical

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requirements of the population generally?—No, you cannot.

9496. This is an age of competitive examinations, and I should be very glad to get your opinion on one or two points in reference to that system. Do you think that the effect of all these examinations, competitive and otherwise, is advantageous or detrimental to the best interests of education?—I believe that competitive examinations have sometimes done a deal of harm. I can speak from experience. We had in our hospitals at one time a system of electing our resident pupils by competitive examination. The system of election was changed; and I recollect that the late Sir Dominic Corrigan and myself, both agreed that the system was a bad one. Sometimes the most flippant gentleman was not the best. The man who answered the examination questions best was not always the man fittest for the position. So that I am not a strong advocate for competitive examinations in all cases.

9497. Is there a number of so-called grinders in Dublin?—There is.

9498. Can you tell me whether the number is larger here than elsewhere?—I do not know that there are more here than in other places.

9499. Has the number increased on account of the competitive examination system?—I do not know. I have no intimate knowledge of the fact.

9500. Are you acquainted with the German University system?—I am to some extent.

9501. There is to a certain extent a similar system in Scotch Colleges?—Yes. There is a likeness between them.

9502. Have you thought at all how far that would be suitable in Ireland?—Well, sir, the German Universities require a very extensive education in languages dead and living, and in arts, and the diploma which they get from the Gymnasium is almost equivalent to a degree in arts. They are not allowed to commence their medical studies until they have got this diploma. So it is in France, too.

9503. Do you know whether students in Trinity College, Dublin, Edinburgh University, and other universities, pursue an arts and medical course concurrently?—Many do in Dublin University. In general, I think, one a man is at least a year, sometimes two years at arts before he begins at medicine; and that course is allowed in France. It is not necessary for a man to have taken his degree as bachelor. He is allowed to be one year a student of medicine. In his last year of arts he may become a student of medicine. There is no positive rule that a man may not commence arts and medicine at the same time; but it is not a good plan, and it is to be discouraged, if possible.

9504. He should take his arts course first?—Yes.

9505. The medical curriculum is getting rather heavy and too much for him?—It is very much laden. In point of fact, a quinquennial instead of a quadrennial course is much better: and some men ambitious of higher rank are not satisfied with taking a degree at the end of four or five years—they go abroad or go to some other university to study. In the University of Dublin, we encourage that ambition by prizes. To a man who distinguishes himself in medicine or surgery we give a travelling prize, as is done also in the universities of Oxford and Cambridge.

9506. In a profession like that of medicine you would have the objective system of education and examination enforced as far as practicable—that is to say, whatever a man can handle with his hands, and see with his eyes, he should be made to do?—That is carried out not only in the University of Dublin, but in the Royal University, and at the College of Physicians, and the College of Surgeons.

9507. Do you think that system is sufficiently developed at present?—I believe it is. There is an improvement in the medical examinations all over the Kingdom; and I rather think that in Ireland an example has been shown in some respects which has been followed by other bodies, for instance in expanding the curriculum upon subjects of great importance. The Royal University has done that—but following, I should say, the example of Trinity College—with regard to clinical examination, and there is only another licensing body in Great Britain besides the Royal University which requires knowledge of mental disease, and that is the London University.

9508. I suppose you regard opportunities for hospital practice and for studying clinical medicine and surgery as absolutely essential to a medical education?—All essential. A man cannot be a safe practitioner unless he has worked at clinical medicine.

9509. Have you had opportunities of forming an opinion of the standard of education in the medical faculty in the Queen's Colleges?—I have.

9510. Tell us what that standard is?—I believe the standard of education is very high, and I believe the professorial staff is admirable. I believe the education at the Queen's Colleges in every respect in arts and medicine to be of a very high order.

9511. On what do you ground that opinion?—I have seen a great many of the men educated there. I should say that some of the very good men whom I have known are men who have taken their degree in arts as well as medicine.

9512. Can you tell me what proportion?—I cannot tell you the proportion. I know some medical men at this moment—eminent and excellent man in Dublin—who took a degree in arts in the Queen's University.

9513. Dr. STONEY.—For instance, Mr. Thomson?—Mr. Thomson and Mr. Thornley Stoker.

9514. Mr. Corley did not?—Mr. Corley and Mr. Thornley Stoker did not, but they too have attained eminence.

9515. But some who have not taken a degree in arts are in that position?—Yes, certainly.

9516. Dr. MARSTON.—You think the theoretical teaching in the Queen's Colleges is admirable?—I do. With regard to Dr. Stoney's question, let me add that far be it from me to say that men do not every day attain eminence who have not had a degree in arts. The late Sir Dominic Corrigan and Dr. Stokes had no degree in arts; but there were no men who more strongly advocated university education in arts than they did.

9517. Do you think that at the Queen's Colleges the students have, speaking generally, such opportunities for hospital practice as to render it desirable they should begin and finish their career at those colleges. Take, for instance, Cork and Galway; do you know the Queen's Colleges there sufficiently to pronounce an opinion, if not, I do not wish to press the question?—I cannot say with certainty, but to commence and finish in one school or one hospital I do not think is an advantage. I think it is an advantage for a man, for example, if he had two years at Belfast, Cork, or Galway, to come up to Dublin; and, on the other hand, if educated in Dublin, it would be of enormous advantage if he could go to London or somewhere else.

9518. It would be undoubtedly most desirable, but can he afford it?—That comes back to what I said before—there are men who cannot, of course, afford it.

9519. I suppose we would have all of them very highly educated men if we could?—We cannot.

9520. But that means time and money, and you have to look at the practical requirements of a population also?—To have good men they must have time, talent, and money; because it is quite impossible that a man, no matter what his abilities may be if he has not money, can have the great advantages that may be derived from going to foreign parts.

9521. It would be very desirable that a medical student should go elsewhere either during his college course or after he had qualified, if he could afford it?—Certainly.

9522. But I suppose the majority cannot afford it?—They cannot. This is a poor country, sir.

9523. I am not so sure of that?—A German writer says Germany is a poor country compared with France,

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DUBLIN. *August 7*, 1884.

John Thomas Banks, esq., M.D.

Holland, and Belgium, not to speak of England, and still the system of having a fair supply of money before commencing the study of medicine is strongly advocated.

9524. Taking those men with limited time and a small supply of money, and it being essential to give them the best general education which they can afford, do you think that it would be desirable to let them take up German instead of Greek, because German is the literature in which is recorded all scientific progress, particularly in our profession, and it would be of every-day use to him, whereas in Greek he would not be able to learn anything with regard to current work or anything bearing on the practice of his profession, or even on the ordinary avocations of his life?—That is quite true; but I hold that the study of the ancient languages for a man who is to belong to what is called, or what ought to be a learned profession is all essential. As to modern languages, I believe a medical student can learn in his moments of leisure at least so as to be able to read them. For any man who wishes to be *au courant* with the literature of the day I think to be able to read French and German is absolutely necessary, and I really do think that can be done without excluding Greek and Latin from the course.

9525. There is a great difference in the aptitude of different men for acquiring a language?—There is a very great difference.

9526. A man may have a capital mathematical faculty and but a very poor linguistic one?—Yes, but for one man that has mathematical talent a great many men have the other. In a great class you will perhaps have one man who can distinguish himself in mathematics, but you will have many with linguistic talent.

9527. The object of mathematics is to train the mind?—It is one great object certainly. Until fifty or sixty years ago every medical book was written in Latin. Of course that practice is abandoned, but still we write our prescriptions in Latin, and the technical language of our profession comes from the Greek; so that a man who is a Greek scholar if there is a new word he never read before, he is able to make out the meaning of it from his knowledge of Greek.

9528. You think English, logic, Latin, a very small knowledge of Greek, a fair knowledge of German and elementary mathematics would not be sufficient to enable a man to become a really sound medical man?—It is a great deal better to have what you have mentioned than to go to the profession, as many did formerly, without even a moderate preliminary education.

9529. We are thoroughly agreed such men should be excluded by the matriculation examination?—The matriculation examination required by the General Medical Council is not by that of the Queen's Colleges and by the Royal University.

9530. Do you consider it would be advisable to allow a man to present himself again for examination at the Royal University, after previous rejection, at a less interval than is required at present?—The length has been complained of

CHAIRMAN.—In June and September the examinations are held.

9531. Dr MARSTON.—They say it makes a year.

9532. Professor JACK.—Unless the candidate is recommended for a supplementary examination in September?—I think it depends upon what the subject is. There is a rule in Trinity College which does not exist in the Royal University, and it is a very good one. If a man badly breaks down upon one subject, but, if his average of marks is good, we reject him; but when we examine him again it is only in the subject in which he had failed. In the Royal University—and it was also the practice in the Queen's University—the candidate for re-examination is examined in everything. It is hard to keep up some subjects, for example, like minute anatomy. He may have answered extremely well in that subject, and six, eight, or twelve months afterwards a great deal of the details may have escaped his memory. It is just and fair to examine a man a second time only in the subject in which he has failed.

9533. The matriculation examination in the Royal University is, we understand, at least, as high as the matriculation examination in the Queen's Colleges?—I believe it is.

9534. So you would say with regard to it that it fully meets the requirements in general education of the General Medical Council?—It does.

9535. Then in addition to that, the Royal University exacts a whole year in which the student studies Latin, and either Greek, or French, or German, or a number of other languages, and mathematics, experimental physics, and English language and literature. That, of course, is a great deal beyond what the General Medical Council requires?—It is.

9536. Pursuing the course for the Royal University, I see that their first university examination in medicine is in zoology, botany, and one modern language?—Yes.

9537. After that come the examinations which may be said to deal with medical subjects purely—treating botany and zoology as preliminary subjects—and the examinations on those medical subjects are crushed into two years. Is that found in the Royal University to be a prudent division of time?—I believe it would be better if the subjects that you mention were taken before.

9538. It would be better if they were taken in the first year of arts?—Yes; it would be better if botany and zoology were taken in the first year of arts.

9539. That would approximate very much to the old Queen's University system?—I think the Queen's University system was better.

9540. I have a strong feeling from all I know about medicine that two years are a very limited portion of time to assign to all the remaining subjects?—I think I have said already in my answers that the time is too short. I think five years should be devoted to medical study exclusively, as at Cambridge, and the earliest age for entering on practice should be twenty-three, and better twenty-four. Candidates for medical qualifications have been admitted who were under twenty-one, and, consequently, in the eye of the law infants

9541. You spoke of the importance of there being two grades of medical practitioners, one, the class who have had a complete university education, and the other, those who have not had a complete university education. These two classes exist now of course?—Practically they do. The medical examination is the same.

9542. But you have a considerable number of medical practitioners who have a university degree in arts, and you have a very large number of medical practitioners who have not?—Much the larger have not.

9543. In practice is it found that those two classes are separated by the public to a considerable extent?—I don't think they are. Many of the poorer classes cannot pay a physician, and in England they have what are called general practitioners. In Ireland the apothecary with very often a medical or surgical qualification, and sometimes a medical degree would answer to the general practitioner in England who is a surgeon and apothecary.

9544. In the old time a man who took his first year in arts, who included in his first year in arts zoology and botany, and then had his remaining time free for medicine, would take a degree in the Queen's University?—Yes.

9545. Would that man with that degree and without the regular degree in arts in addition, have taken an inferior place in after life?—That depends on the man. I mentioned two who had never had a university degree and who attained the highest eminence, but still considered an education in arts is of enormous advantage.

9546. I quite feel that very strongly; but looking at the actual condition of the medical profession, it rather suggests that your plan might be, in Professor Jowett's phrase, a counsel of perfection?—Yes; but there will always be a certain number of men who look to the highest education. Of course they will be the

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few. In framing a curriculum for the Royal University, following very much the Queen's University, I think it was in some respects an improvement, admirable as the Queen's University was, to add on important subjects, such as for example, a practical knowledge of fevers. I have met men in practice who never saw a case of fever. I met a man with a very high qualification in a case of scarlatina once and he had never seen scarlatina before—he did not know what it was That cannot be the case with the opportunities for clinical study that now exist, and the insistance upon practical clinical knowledge.

9547. I understand from what you say that Trinity College at the present moment provides those two classes of medical practitioners you spoke of—the one the licentiates of medicine and the other the M.D.'s who have previously taken out a degree in arts?—The degree of bachelor of medicine is taken first and the degree of M.D. is taken after three years. Many never take the M.D. as the M B. confers the *Venia practicendi*. For the licentiate of medicine there are two years of arts, and the same examination exactly as for the M.B.; so that so far as being good practitioners the licentiates are quite on a par with the M.B.'s, but very few take merely the licentiate's qualification.

9548. But they are quite as good practitioners?—Quite as good.

9549. They have a license to practice?—Yes.

9550. So that Trinity College, Dublin, acts as a licensing board as well as a degree conferring body?—It does.

9551 With regard to the tendencies of medical legislation, I dare say you have followed them as indicated in the various Bills that have come from time to time before Parliament. Do any of those Bills appear to point to a future in which a degree in arts would be generally required, or in which an additional training in arts more than is at present prescribed by the General Medical Council would be required of practitioners?—I do not remember that any of them pointed to a degree in arts.

9552. My impression is that they did not?—I do not think any of the Bills pointed to that requirement. So far from that my impression is that most of them were the very reverse in their tendency. I looked upon most of them as levelling down.

9553. That was my impression, that the tendency was for levelling down rather than levelling up. I suppose the General Medical Council, which is the body that fixes this general preliminary examination in ordinary education, is a very competent body and is fully aware of the advantages of the profession?—The General Medical Council is composed of representatives of the universities, and the colleges or corporations. It has been proposed by recent legislation that its members should be elected by universal suffrage. Now I believe that the universities and the corporations of physicians and surgeons are more competent to select good men than the general practitioners, and for a body which presides over education, I don't think that any aid would be gained by having such men as would be elected by universal suffrage.

9554. It would be difficult to improve the constitution of the General Medical Council at present?—It represents the profession. One argument against it is that it does not represent the rank and file of the profession. That is not the case, because the men who represent the Faculty of Physicians and Surgeons in Glasgow, and the men who represent the Apothecaries Company in England, and the men who represent the Apothecaries' Hall in Dublin, represent the general practitioners.

9555. At the same time, the General Medical Council now represents, at all events, a body as distinguished and highly qualified in charge of medical education as you are likely to have?—If you would throw your eye over the names of the men that have occupied seats in the General Medical Council you will find the best men of the United Kingdom. I speak, of course, of the past, not of the present, the time when from this city such men as Sir D. Corrigan and Dr. Stokes; from England, Sir Thomas Watson, Sir B. Brodie, and Sir J. Paget. So that I do not think universal suffrage could by any possibility select better men.

9556. Those gentlemen would probably be entirely alive to the importance of the highest possible general education that could be reasonably required as necessary from a medical practitioner?—Certainly.

9557. Therefore we may take it that their judgment is expressed in the regulations of the General Medical Council as those regulations stand now?—I think it is with respect to the requirements of non-university men. The general practitioner is really represented by those bodies I mentioned.

9558. Dr. STONEY.—I would like to ask, whether such an acquaintance with Greek as would enable a man to master the nomenclature of medical science and fully appreciate it, is what you would call a knowledge of Greek?—I do not say it is.

9559. It is something entirely short of being a Greek scholar?—Oh it is, but it is something more than knowing the first chapter of St. John, which was all that was required in the preliminary examination of some medical bodies.

9560. The same observation would also apply to the Latin, which is necessary for writing prescriptions. It does not at all require a man to be a Latin scholar in the proper sense of the word?—A certain knowledge is absolutely necessary.

9561. Are there not many men capable of very advanced education, and of a fully liberal education, who would have great difficulty in mastering the vocabularies of as many as five languages?—There are certainly.

9562. Greek, Latin, French, German, and English, are five languages. There are some men who would not find it specially difficult to master these, but there are a great many others who ought to be considered that would find it very difficult to retain the vocabularies of five languages sufficiently?—There are.

9563. It is of great practical importance that they should retain a moderately copious vocabulary in French, German, and English. In connexion with medical education the biological sciences are of great importance to be studied. Then there are the experimental and deductive sciences included under chemistry and physics, and sciences of observation, such as anatomy and histology, and others, including physiology, that require a careful combination of the methods of all these sciences. Now, there are some persons who hold that the main difference between a university education in medicine and the education to be expected from a licensing body should consist in the fullness and thoroughness with which these and the special medical studies themselves should be imparted. But as I understand you do not concur with that view, but you hold that the difference should consist in the arts education being kept separate?—I am of opinion that the arts education should be separate. I believe that formerly some of the subjects that you have mentioned were neglected; that too great an amount of time was expended on Greek and Latin; and that science and modern languages were neglected. I think that was a great fault.

9564. When you attach so much value to the arts education of the students, am I right in understanding that what you really value is their being liberally educated?—Liberally educated. You have hit it.

9565. I would ask whether you think it of importance to aim at a real broad and liberal education by combining with the medical studies, which necessarily lean over in one direction, those modern languages, and English, and those scientific studies that are so essential—all those that we have enumerated including a training in the deductive and experimental methods of investigation and their application to sciences of observation. Could not the study of these be made such as to be in fact a liberal education?—I believe it could.

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DUBLIN
August 7, 1884.

John Thomas Banks, esq., M.D.

9566. As in all cases. But that applies to arts education also?—Yes.

9567. The Queen's Colleges were intended for a poorer class of students than those that frequent the University of Dublin; and those poor students can very seldom, I presume, afford to spend more than five years upon their professional studies?—Four years or five.

9568. Four years in many cases. Then the real practical question is what it would be best for them to do within the four years unless you are prepared absolutely to debar them from obtaining a university degree?—Before the four years commence I do not think it is any hardship to have one year of arts.

9569. That would make five years?—Remember, sir, in other countries that it is a six years course and in other countries again a great deal more.

9570. Let us suppose that there are five years, as I understand you advocate that, the first of those five years should be devoted to a university study of arts such as Greek and Latin, less connected with the medical curriculum than the subjects that were retained in the Queen's University?—I would.

9571. And the four remaining years then given up to medicine?—I would. As I answered Professor Jack in that year in addition to keeping it to the arts, I would advocate the learning of zoology and botany, and those subjects which are now in the experimental examination.

9572. Professor JACK.—Of course you would drop some of the arts subjects in that case?—I suppose you must.

9573. Dr. STONEY.—That would be reverting to what the Queen's University did. It did drop some of these arts studies and retained others?—The advantage of the Royal University over the Queen's is this that it obliges a man to keep up his arts education for one year. A man may be crammed for an examination, but he must keep up his knowledge of Greek and Latin and modern languages for the examination at the termination of the first year. Therefore I hold that the year is an advantage.

9574. Greek and Latin constitute the only difference; because the modern language was required in the Queen's University. If the candidate has only five years to devote to study and if he devotes four years to a medical curriculum which should only include the arts subjects which are of special importance in medicine, such as the biological sciences and chemistry and modern languages, and if he then after taking his degree devotes a further year to the study of his profession by going to London, or Paris or Vienna, or some other place where he can have great clinical opportunities, would you consider this man to be the better man, more deserving of being a graduate of medicine, or the man who had spent the first year in adding on another year to his school education in Greek and Latin, and who had not the year to spare after his degree to take advantage of those clinical opportunities?—I think I can answer that in this way—you can compel a man to take a year before his degree. You have no power over him the moment he has completed his medical studies. And I may add again, on the question of money, that it is very few men in this country can afford that year you have mentioned. They must at once endeavour to earn their bread.

9575. I intended to come to the case of those who can afford only four years afterwards, but I asked the question with reference to those that can afford the five years?—If he goes to Paris or Vienna or Berlin or London, and industriously studies his profession he may be a better physician, a better practitioner than the man who has that year of arts. I am quite free to admit that.

9576. And it is also the case that he would be able to pursue that study with the most conspicuous effect after he had cleared off his mind the pressure of the examinations?—Certainly; but I have known men in Trinity College who pursued the whole course of arts concurrently with medicine.

9577. That deals with the case of the man who can devote five years. Then take the case of a man who can only afford four years; he is obliged to find some place for this continued study of Greek and Latin, within the four years to the detriment of his medical studies?—I assume that that year of arts goes before the medical curriculum. I believe that the very minimum is four years of study uninterrupted by anything else.

9578. Then if four years are all that can be given to it, you think it better to drop that continued study of the less connected arts subjects?—I should make it essential that he have the one year of arts. This was a sort of compromise. I have over and over again said I advocate having four years, and, if possible, more for medical studies. A man who is to be a highly educated physician should have four years of arts. So that the Royal University is more for the rank and file than those of the highest education. Yes, but we endeavour to make safe practitioners.

9579. You would not then recognise the four years men at all?—I do not know what you mean by recognising them.

9580. The Royal University does allow a man to complete his curriculum, including those arts studies, in four years. I was speaking, therefore, with reference to the existing regulations. If five years can be afforded, what is your opinion as to how they should be employed so as to produce the best result?—The five years man will turn out the best, *cæteris paribus*, assuming they are devoted to medicine after a good general education.

9581. What I wanted to elicit was your view as to the two possible courses for five years men, and as to what would be the best course for the four years men?—You assume what is in the highest degree improbable—that is, that a man, after he had completed his medical course, should go on for another year, disembarrassed of examinations, and all that, which is of enormous advantage; but the *res angusta*—it cannot be done, you know.

9582. It has been done by a great number of graduates of the Queen's University, and had become quite an established practice adopted in a great number of cases?—Do not suppose I wish to disparage the education of the Queen's Colleges and the degrees of the Queen's University. I highly value them.

9583. I quite appreciate that—but the real, practical question is—if you are to admit poorer men than those who go to the University of Dublin to the university degree in medicine, what is the highest standard of education that you can impart? There are those two classes of men undoubtedly included in those who go forward from the Queen's Colleges—those who cannot afford more than the four years, and those who can afford the five years. With regard to those who cannot afford more than the four years, there is nothing in the regulations of the Royal University to prevent their compressing their studies into four years?—I think the students going to the profession in Ireland are, as a body, too poor to take that year you mention into consideration. They are evidently few who can—not to speak of the Queen's College men, but the men of the University of Dublin. The majority are driven to earn their bread as soon as they can. But what I before stated, and what I repeat, is—that there are places for men where there are admirable examinations in medicine, where they will be fairly tested, and will not have the stamp of the Corporation put upon them unless well educated in medicine, surgery, and midwifery. There are places for men who have not had any university training. But what I say is, if you call a man a Bachelor of Medicine, or a Doctor of Medicine of a university, he ought to have some university training, and I think one year is very small.

9584. By university training, then, you do not understand a fuller and more careful study of the biological sciences, with the associated deductive and experimental sciences, and the application of their

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methods to several sciences of observation, as well as to the more exclusively medical studies. That is not the point in which you think a university degree ought to differ from the diploma of a College of Physicians or a College of Surgeons, but it is in having one year more in Latin and Greek?—No; you may not omit Latin and Greek; I have a great respect for Latin and Greek, but I would not neglect science.

9585. So have I?—I know you have, but I do not, in the least, mean to say that the study of the subjects that you have mentioned are not of the very greatest importance, and I should be very sorry that they were, as they were formerly, neglected merely for Latin and Greek. In my own case, I think I spent between four and five years of my life learning Latin and Greek.

9586. What I really want to know is, whether you think that university teaching ought to differ from what can be expected of ordinary medical schools by being of a higher class in the medical studies, in the collateral studies, and in those associated studies, such as French, German, and some of the physical sciences that you can hardly call so closely allied as collateral—that these things ought to be better taught, more fully taught, and taught by men of greater capacity, with better appliances, &c., in universities than you should expect they could be taught in other medical schools?—I do.

9587. And that ought to be the main difference?—I think that so far as the making a safe medical man, the corporation examination should be as testing and trying as the university, but I think the university man ought to have, so to speak, the accomplishments; ought to have as good an education as a barrister or a clergyman. But the majority of medical men have not, and hence the lower grade are not upon the same platform with the members of the Bar and the clerical profession.

9588. That still does not come to the point about the fulness of the teaching within the medical curriculum, and the subjects that are necessarily associated with it. Ought a university to provide instruction in these on a higher platform all round?—I think the university education all round, to use your own expression, ought to be on a higher platform. I think the corporation ought to endeavour to turn out, as they do, well-educated, safe practitioners—good sound practitioners—but I think you will always find men looking for the higher positions in the profession who will take university education. And I am quite sure there is no man values it more highly than you do yourself.

9589. You mean the arts education?—Yes.

9590. The question is not what value is to be attached to it, but what will practically produce the best results under the conditions to which we are exposed. This is the real practical question. The only difference on the general question that there is between you and me, is that I hold that the chief difference between a university degree and that of a qualifying body ought to be in the teaching of the medical subjects, and the great group of associated subjects in a more thorough and full manner in the University?—I quite agree with you. I think an educated gentleman, whatever his profession may be, ought to have some knowledge of Greek and Latin. He ought to have read the Greek and Latin classics as a great means of expanding the mind and rendering him a better man for any walk in life.

9591. We are speaking exclusively of the advisability of prolonging his studies beyond his school days?—But, Dr. Stoney, understand me, that I think the whole time too short.

9592. But you do not think out of four years any time can be spared for these particular arts studies?—I would make the arts study precede the professional.

9593. If the medical studies must be confined to four years, you think it judicious to have the arts precede those studies?—There are some men who can do both together. There are men who can do arts and medicine together, as I have stated.

9594. Professor JACK.—At present the Royal University takes three years for the purely medical work, and it includes in that purely medical work, zoology and botany?—Yes.

9595. So that there are only two years for anatomy and physiology, materia medica, chemistry, anatomy, including practical anatomy, physiology including practical physiology and histology, theory and practice of surgery, midwifery and diseases of women, theory and practice of medicine, medical jurisprudence?—I said beforehand I would change that so far as my opinion goes as regards zoology and botany and those cognate subjects that were not purely practical.

9596. Before the practical subjects there are two years in the University?—There may be improvements or alterations. The Royal University is quite a baby, so to speak, and so far I believe it has done very well.

9597. CHAIRMAN.—We were told we were pulling it up by the roots, to see how it was growing?—It has not had time to grow much as yet.

9598. Professor JACK.—When a medical student wishes to become a sound medical practitioner, I suppose his usual course is to spend four years in purely medical studies?—Four years they all require. Strange to say, some years ago five years were required, and now when the curriculum is so heavily laden, only four are required. Five were formerly required before a man could take the licence of the College of Surgeons in Ireland. You alluded to the Medical Bills. Among the reasons put forward for introducing those bills was that incompetent men were sent out, and because one or two Corporations were said to give lower examinations and send out incompetent men, the Universities and Corporations were all to be disestablished. Now I speak on the authority of the Visitors of the General Medical Council, men of the highest eminence—Professor Gairdner of Glasgow, Mr. Teale of Leeds, and Mr. Stokes of Dublin, who were present at the examination of the various licensing corporations in England, Scotland and Ireland—that the standard of examination is being elevated, not from external pressure, but the examinations are being reformed, elevated, improved, and made more practical in every respect. That is my opinion, and I ground it chiefly on the reports of my friends, who inspected the examinations all over the United Kingdom. They were particularly satisfied with the Irish examinations, and you know how competent they are to judge.

9599. In fact, I rather gather at present that comparing the requirements of the Corporation with the Royal University requirements, they differ chiefly in this, that the Corporation practically require four years for purely medical study, and the Royal University requires three?—No. The Royal University medical studies extend over four years.

9600. No doubt?—And there was a time, and that not very long ago, when no man could take a high position in one of the Corporations unless he was a graduate of Oxford, Cambridge, or Dublin. That is all changed in accordance with the levelling and democratic spirit of the present day. The fellowship of the College of Physicians was only given to graduates, except by special favour; but the College of Physicians never excluded from fellowship a man who became eminent. For example, they showered honours on Sir Dominic Corrigan. The road to fellowship was an honorary degree from the University of Dublin. Then the College of Physicians elected him a Fellow in conformity with the law that a man must have a degree from a University. A great many of the men in Dublin, London, and Edinburgh have university degrees. They affiliate themselves to the Corporations. So it is in Dublin, that almost all men of eminence are university men. They are graduates in medicine of the University of Dublin, or of some other university; so that there is not the line of demarcation you might suppose between the universities and the Corporations.

9601. I rather want to call attention to a defect pointed out several times in connexion with our pre-

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DUBLIN.
August 7, 1884.
John Thomas Banks, esq., M.D.

vious evidence that the Royal University regulation, about the first year in arts, has the effect of crushing medical education, pure and simple, *including* zoology and botany, into the three years, and that the corporations do not do that, but give four years to it?—I quite understand you, and it would be better to have zoology and botany at the early period.

9602. Rev. Dr. MOLLOY.—I wish to put three or four questions to ascertain precisely what you hold with regard to this year in arts. Am I right in supposing that the medical council requires a certain preliminary examination in arts from all candidates for a licence to practice medicine?—All persons requiring registration. A man may get any number of degrees and never require to register.

9603. I am speaking of those looking for a licence to practice?—It is solely in reference to registration.

9604. Am I right in supposing that all the licensing corporations require a preliminary examination in arts before giving a licence to practice?—They do before registration as a medical student.

9605. Do you think the examination in arts required by the licensing corporations is a sufficient qualification for a university degree so far as general culture is concerned?—I do not.

9606. Is it your opinion that a university should require a higher standard of general culture from candidates for degrees than is required by licensing corporations from candidates who are seeking only a license to practice?—It is.

9607. I understand you to say that you consider the first university examination in arts, now required by the Royal University, to be the least qualification in general culture that should be required from candidates for a university degree in medicine?—I do. I stated, so far as my own opinion and my own wishes, it should be four years instead of one. I hope some day or other it will be raised—perhaps to two at all events.

9608. With regard to those who do not reach this standard of general culture, is it your opinion that they should content themselves with a licence to practice medicine and should not get a university degree?—It is.

9609. Do you think that if this condition were now abolished by the Royal University, the effect would be to lower the general status of the medical profession in Ireland?—I think it would. So far as regards the graduates of the Royal University, it would increase the number. But, assuming the numbers are diminished, which I believe to be the case, owing to the year in arts, I think that, in the interests of the medical education generally, we ought to hold by it and should say, raise it if possible.

9610. Is there anything in the regulations of the Royal University to prevent the candidates for degrees in medicine devoting a whole year in preparing for the first university examination in arts, and then devoting four years exclusively to medical studies?—There is not, and I think that ought to be so; I do not see what difficulty there could be.

9611. Professor JACK.—They can take six if they like?—If they like, but you cannot compel a man after he takes his degree, as Dr. Stoney mentioned, to take a year afterwards; some have not the inclination and many have not the means of doing so. But you can insist on the education preceding the entrance to medical study.

9612. Rev. Dr. MOLLOY.—I think you said that the matriculation examination of the Queen's Colleges fully meets the requirements of the General Medical Council in the matter of general education?—I believe it does, and I think I stated it is rather over it, but you will understand that it is the minimum; because men were entering the profession that had no education, and we made this law in the General Medical Council that no man should be registered as a medical student who had not passed that examination.

9613. Have you happened to read the report of the Visitors of the General Medical Council on the medical examinations of the Queen's University, Ireland, held in September and October, 1873?—I did, but I cannot now carry my mind to it. I know that the Visitors expressed themselves highly satisfied with the Irish examinations generally.

9614. You said the medical teaching of the Queen's Colleges is excellent in every respect. When you say "excellent in every respect," do you include not only the teaching in the class rooms, but also the clinical instruction and hospital practice?—I believe judging by the hospital physicians, and surgeons, and clinical teachers, it is very good. But you will remember that I said no matter how good, I think a change is good. In Cork, Galway, and Belfast they have not as large hospitals as in large cities; but we know that sometimes wonderfully good results are got from small hospitals with well selected cases.

9615. Do you happen to know of your own knowledge what the hospital resources are in Galway at the present time for the purposes of clinical instruction and hospital practice?—I cannot speak of this year; but of some years ago I can.

9616. Within the last five years?—I cannot say anything for the last five years, but when President of the College of Physicians some years ago, I was there as a visitor and inspected.

9617. Can you say that the hospital resources in Galway are sufficient for what may be called excellent hospital instruction?—I have a difficulty about answering that, I know when I was there there were excellent men on the professional staff, and the resources seemed sufficient.

9618. CHAIRMAN.—When was it you were there?—About ten years ago.

9619. Then any evidence you would give as to the amount of hospital instruction would be based on what you saw ten years ago?—Yes, there may be changes, of course, since then. The county infirmary supplied very good surgical opportunities, and Professor Cleland, who was brought over to Glasgow, and is known, of course, to Professor Jack, had the workhouse hospital, and he had some extremely good cases there.

9620. Rev. Dr. MOLLOY.—I understand you to say you cannot answer for the hospital resources in Galway for the last five years?—I have no personal knowledge, but I presume they are not different.

9621. Can you speak of the opportunities for the study of practical obstetrics?—I cannot.

9622. Or of the opportunity for studying the diseases of women and children?—I cannot.

9623. Or of the opportunity for studying practical surgery?—There is a surgical hospital or infirmary. I do not remember how many beds, but there were excellent opportunities for studying surgery when I was there, under an able surgeon, Professor Browne. I know that Professor Cleland had in the workhouse hospital a number of good cases, and I have no doubt he made extremely good use of them.

9624. But you can hardly speak of the present time?—I cannot. I believe from all I have heard—I do not know personally—that medicine and surgery are well taught. But, Dr. Molloy, have the goodness to remember this, that assuming even that they have as many cases in the hospitals in the provinces after having been two or three years there, one year here or one in London would be beneficial.

9625. The reason I asked the question is this, that the general impression left on my mind from the evidence received in Galway itself is that while the teaching in the class room was sufficient the resources for hospital practice and hospital instruction of every kind were deficient?—In the class room some men of the highest eminence are teachers, including some of the medical professors of Galway. I believe the medical staff past and present to be excellent.

9626. CHAIRMAN.—When you say that the medical education is excellent, do I understand you to give that evidence from a knowledge of the men who were teaching, and not from any personal inspection yourself of the working of the class-rooms?—Yes. I have

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not had opportunities. It is ten years since I was in Galway.

9627. You have it partly on that and partly also on the men turned out of the Queen's University?—Quite so, I have seen excellent men turned out by the Queen's College, Galway, the best proof the good teaching.

9628. Dr. STONEY.—And from the Galway College?—From the Galway College.

9629. Professor JACK.—You inspected the hospital ten years ago?—I did. I was President of the College of Physicians, and inspected the Queen's Colleges as one of the Visitors.

9630. Dr. MARSTON.—What you hold is that there are the Universities and the Licensing Boards, and that a man can take his choice, and that you do not want to see the standard of the University course, classical and literary, lowered?—Certainly not. It is not shutting the portals against a man who choose to go to the profession at all.

9631. And you would distribute the subjects in the medical curriculum of the Royal University rather differently?—Yes. I think there might be an improvement in that respect. I would extend the period.

9632. Dr. STONEY.—As Dr. Molloy put questions about the entrance examination, do you consider that the general culture of a medical student is terminated when he has passed his entrance examination?—I do not think it ought.

9633. Do you think that the medical curriculum itself, especially if the studies are pursued in the way you think they ought to be pursued in a university college, would extend his general culture?—I think it is calculated to do so. He may certainly go on with the study of modern languages, and read some of his books published in those modern languages.

9634. I would put the question in another way. Do you think that the study of the modern languages, of English, of the biological sciences, of the experimental science of chemistry, of the deductive and experimental sciences included under the general name of physics, along with several sciences of observation in a university college will add to the general culture of a man after his entrance?—Decidedly. I may have dwelt tediously, perhaps, on the advantage of a university education. Do not for one moment suppose that I do not recognise the fact that some men who never had been at a public school, or a university, are quite equal to university men; but still I am of opinion that a man going to the medical profession who wishes to take a high rank in it, should be a graduate in arts of a university.

9635. With reference to the observation you made that the Royal University cannot compel a man to take a fifth year, will you explain what you mean?—I mean that after a man takes his degree you have no power over him.

9636. It was considered and probably would have been ultimately carried in the Queen's University that this very thing should be made the condition for the M.D. as distinguished from the M.B.—that as a condition for obtaining the M.D. a man should pursue his studies at some great centre where medical opportunities are large after he has obtained the M.B. in the ordinary way?—It would be a very good rule, and it is a rule that prevails in several universities, that when a man takes the qualification of M.B. he must be for several years pursuing medicine, and give proof of pursuing his studies, or give evidence of advancing the science before getting the M.D. That is by no means unusual. But what I meant to say was, when you talked of going on with studies, that we have power to enforce a certain amount of education before he gets his degree, but we have no power over him after he takes his degree. In the University of Dublin we do not allow a man to take the Doctor of Medicine degree until three years after he has taken the M.B. But a vast number of men never take the degree of M.D. M.B. gives the *Licentia practicandi*. They are doctors by courtesy. Some extremely good men, and men of the highest position have never taken the highest degree, but they call themselves doctors, and they are called doctors, and yet so far as the doctor's degree of the university is concerned they are not.

9637. Professor JACK.—You answered Dr. Molloy that if the condition of passing the first university examination in arts was relinquished the tendency of the change would be to lower the general status of the medical profession?—I do not mean it generally of course. I only apply it to the degree of the Royal University.

9638. But supposing the first university examination in arts were so altered as to include zoology and botany and to drop two of the five subjects—because it is I presume as heavy now as it well can be—would the tendency of such a change as that be to lower the general status of the medical profession?—I stated before that these subjects might precede the practical subjects.

9639. You have not stated that the tendency of such a change as that would be to lower the status of the medical profession?—Of the men going to the Royal University. Allow me to repeat that I believe that insisting upon the year of arts is of enormous advantage, because it obliges them to keep up the arts study for one year; and I think the doing away with that, though it would increase the number going to the Royal University, it would lower its position.

9640. CHAIRMAN.—And that advantage would not in your opinion be maintained if zoology and botany, as suggested by Professor Jack, were substituted for Latin and Greek?—I would have Latin and Greek. I think Latin and Greek ought to precede the medical subjects.

9641. Professor JACK.—There are five subjects in the first university examination. Suppose two were turned out, whichever they might happen to be—suppose (1) Latin, or (2) Greek or the modern or other language, or (3) English language and literature, or (4) mathematics, or (5) experimental physics—and those two put in, would you be of opinion that the tendency of that change would be to lower the general status of the medical profession?—No; but I should be sorry to have any turned out.

9642. Rev. Dr. MOLLOY.—If the Royal University were not to require this first university examination in arts, would that lower the value of its medical degrees as compared with the medical degrees of Trinity College?—I think it would. It is a sort of approximation, though a very remote one, to the arts education in Trinity College, &c., is only one-fourth of the arts course required in Trinity College.

9643. Do you look forward to the possibility of being able to require a higher qualification if the Royal University continues in existence?—I think if it comes to a vote and if I have the honour of a seat on the Senate of the Royal University I should vote for extending it.

Rev. Dr. MOLLOY.—And I will support you.

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DUBLIN.
August 11, 1884.

SEVENTEENTH DAY—MONDAY, AUGUST 11, 1884.

AT THE COMMISSIONERS' OFFICE, CASTLE-STREET, DUBLIN.

Present—R. P. CARTON, Esq., Q.C., Chairman.

Rev. GERALD MOLLOY, D.D., F.R.U.I.; GEORGE JOHNSTONE STONEY, Esq., M.A., D.Sc., F.R.S.
Professor WILLIAM JACK, LL.D.; and Deputy Surgeon-General JEFFERY A. MARSTON, M.D.; with
N. D. MURPHY, Jun., Esq., Secretary.

John Stephen M'Ardle, esq., F.R.C.S.I., L.R.Q.C.P.

JOHN STEPHEN M'ARDLE, esq., F.R.C.S.I., L.R.Q.C.P., examined.

9644. CHAIRMAN.—Are you a physician and surgeon practising in Dublin?—Yes.

9645. Where did you take your degree, Dr. M'Ardle?—I am a Fellow of the College of Surgeons, and a Licentiate of the College of Physicians.

9646. When did you become qualified?—In 1879 I became a Licentiate of the College of Surgeons.

9647. Since then have you had experience of medical teaching in Dublin?—I have been teaching ever since. Before that I was teaching in a minor way.

9648. Where?—I was grinding at St. Vincent's Hospital.

9649. Where have you been teaching since?—In Cecilia-street School of Medicine, and in St. Vincent's Hospital.

9650. You are not a Queen's College man yourself?—No.

9651. Have you become acquainted either as a grinder or since you became a teacher with Queen's College students?—I have, with a considerable number of them.

9652. So that while you were a grinder and after you became a teacher you have had experience of Queen's College students?—I have had them chiefly from Galway and Cork. I have had only five or six Belfast men.

9653. Were you able to form any opinion of the amount of medical knowledge acquired by the students coming from Cork and Galway?—Certainly.

9654. Be good enough to tell the Commissioners the results of your own personal observation of those students?—Certainly.

9655. If you can distinguish between Cork and Galway it would be so much the better?—It is rather difficult to distinguish between them.

9656. Rev. Dr. MOLLOY.—Distinguish between the several colleges as far as you can?—Yes. The students from both colleges as far as anatomy is concerned had made up the work, I think, as well as anyone could desire. They were as good average anatomists as you would get anywhere. But few of them seemed to know much about the relation of anatomy to surgery. They do not seem to have applied it to surgery at all.

9657. CHAIRMAN.—To what would you attribute that?—Probably the lecturers on anatomy may not be practising surgeons.

9658. Or might it arise from the fact that they had not opportunities for practical operations?—The remainder of the evidence will show that evidently they had not very much in the way of surgical opportunities.

9659. Perhaps you had better give the evidence your own way—it may be more convenient for you?—With regard to the diagnosis of cases—the study of cases at the bedside—they seemed to be quite deficient. I never found a Queen's College man who could diagnose a case as well as a Dublin man of the same standing.

9660. Dr. STONEY.—Does that apply to Belfast as well as to the other colleges?—No. I only knew four or five men from Belfast.

9661. Men that had completed their course?—And some who came to Dublin for the last year.

9662. And who came to study those particular things in Dublin?—Yes. I had occasion to study the points on which the students were weakest, simply because I required my men to pass. I must study their deficiencies first, and then endeavour to correct them.

9663. CHAIRMAN.—You were going on to say you found them deficient in skill at diagnosis?—Certainly. They knew the history and symptoms of cases very well—that is what they read out of books—but at the bedside they would be quite at sea about a case. With regard to practical surgery, the students I have met with were unable to apply any surgical apparatus properly, or to perform the most minor operation efficiently.

9664. They are unable?—They can say how splints should be applied, but they are unable to adjust them. At the bedside with my class I have an opportunity of seeing what men do. Being a grinder besides and having charge of a number of men, I am able to know of whom I am asking questions, what places they have come from, and what they are doing.

9665. Is there anything else you observed amongst the medical students coming from Cork and Galway?—Nothing but this—that they are extremely industrious, and if they had the opportunity they would make very good practitioners. They make more of their time than any students I know.

9666. In fact the deficiencies arose from the want of opportunities in Cork and Galway?—Yes, they have always complained of the deficiency of cases, especially in Galway.

9667. All that they learn from books they know very well?—Yes; very well.

9668. Rev. Dr. MOLLOY.—From your experience, do you think that a medical student educated exclusively at Cork or Galway would be likely to become an efficient medical practitioner?—I should not like to trust him with a patient.

9669. Can you give any opinion as to the number of students from Cork and Galway who come up to Dublin to finish their medical studies?—I have no idea. I never looked into the subject at all. I have had on an average twenty or so in the year—that is, in my own class.

9670. In your own class?—Yes.

9671. Dr. STONEY.—From all the colleges?—Yes. But I have had an opportunity of seeing others who did not belong to my class coming into the hospital, as every man has. Pupils other than my own go round with me continually.

9672. Rev. Dr. MOLLOY.—During the period from 1879 to the present you have had experience of twenty medical students each year from Cork and Galway?—No; my classes must necessarily have increased.

9673. Then twenty represents what they are at present?—Yes; at present there are only nine working with me for the next examination, which will come on in September.

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9674. Dr. STONEY.—Those are men who came for their clinical study to Dublin?—Some have come up to pass who have taken out three years and some four.

9675. Those that took out three cannot be going to pass?—No.

9676. Professor JACK.—You say twenty from Cork and Galway would represent your present group?—That is, of Queen's College students.

9677. And how many from other places?—Probably my class this year numbers 104.

9678. That is, twenty out of 100?—Yes.

9679. Dr. MARSTON.—You think you have had ample opportunities of judging of the men who come from the Queen's Colleges as compared with those from elsewhere?—I should think so.

9680. Were those men you speak of in their fourth year?—In their third or fourth year.

9681. Am I to understand that their theoretical teaching was very good, but their practical training insufficient?—Yes.

9682. Is that so?—Quite so.

9683. What is your opinion about their knowledge of case-taking and diagnosis?—I have remarked that their method of diagnosing cases was extremely deficient.

9684. You think their clinical teaching was deficient?—Yes.

9685. Had you many opportunities of seeing them apply bandages, splints, apparatus, &c.?—Two or three times a week I have my classes at that work. Of course they with the rest of the class were obliged to apply the apparatus, and they did it less effectually than the remainder.

9686. Than the other men coming from other places?—Yes, those other men of the same standing.

9687. Have you had opportunities of seeing them apply the stethoscope?—Yes, until last year, when I became chiefly employed in the surgical department of the hospital, I had opportunities of noticing their work with the stethoscope, and I always found that third or fourth years' men here would be much quicker in diagnosing heart and other affections than they would.

9688. I suppose you regard it as absolutely necessary to have an extensive field of hospital practice to educate a man properly for his profession?—Yes.

9689. Can you tell me what the students have stated as to the facilities presented by Cork and Galway in that respect?—My knowledge of Cork and Galway is entirely from hearsay—from the students.

9690. Rev. Dr. MOLLOY.—From the students?—From the students.

9691. Dr. MARSTON.—What have they told you?—Cork men tell me there are a considerable number of cases, but they are not taught diagnosis. The Galway men tell me there are very few cases there, and hence they cannot be taught diagnosis.

9692. Had you opportunities of judging of their skill in surgery?—Not in the major operations. Nobody would trust a student in doing the major operations, and I would hesitate before allowing one of them to open an abscess, which is a very minor operation.

9693. In practical operations do you think they are deficient?—Decidedly.

9694. Perhaps you would tell us with regard to practical midwifery what opinion you have of them?—I do not know anything about it.

9695. Dr. STONEY.—I only wish to ask whether those students that you have come across had attained an adequate knowledge in those subjects by the time that they graduated?—Well, it is impossible for me to say.

9696. I understand that a considerable number of them are men who have come to Dublin for the express purpose of studying those very things?—For the last year. Some of them, however, were here but for three months.

9697. And other for a year?—Yes.

9698. By the time they reached their qualifying examination had they reasonable good opportunities for obtaining practical knowledge?—They had opportunities for seeing a very large number of cases, but still in one year it is quite impossible for a man to see and understand a sufficient number of cases to go practice afterwards. Besides the examinations as at present conducted are a very poor test of practical knowledge.

9699. Professor JACK.—Which examinations?—Every examination in Ireland; I make no exception.

9700. The Royal University and everywhere?—Everywhere, as far as testing the practical knowledge of men goes, they are not sufficient.

9701. Dr. MARSTON.—Theoretically the Queen's College men are well taught?—They are well taught.

9702. Do you apply your remarks to Belfast now?—Yes; I have had only four or five Belfast men. So I cannot speak definitely of Belfast teaching.

9703. Your remarks have reference to students from Cork and Galway?—Quite so.

9704. Rev. Dr. MOLLOY.—You said the practical knowledge of candidates is not tested by examinations?—Yes.

9705. Have you any knowledge yourself of the manner in which the examinations of the Royal University are carried out?—The students are brought to an hospital, and sent to certain beds; but very often they can be told what is the matter with a case before they go to see it. That is the case in every examination. There is no exception to that at all.

9706. I understood that special pains were taken at the examinations of the Royal University to test the practical knowledge of candidates, as compared with other examining bodies?—There is a much greater effort made by the Royal University than by any other examining body.

9707. Nevertheless you think even the Royal University examinations leave something still to be desired in this respect?—Certainly.

9708. Dr. MARSTON.—Is the name of the disease written up so that they can know it?—No; but a great many of the students know of the disease, and the students love their neighbours as themselves.

9709. I should suppose they would not know the name of the hospital to which they are to be taken, or the names of the cases to be given to them?—Neither do they.

9710. How do they get at the information then?—If they get to the hospital before the examiners, some of the students not going in for the examination will tell them. There is less of that in the Royal University than in any of the other examining bodies at present. They are certainly endeavouring to eliminate that element as much as possible from the Royal University.

9711. With regard to all examinations in our profession, you think the more objective they are the better, and you think everything should be as practical as possible?—Certainly. If you give a large percentage of marks for papers, you are sure to get all theoretical men through, and a great many of the practical men go to the wall.

9712. In Irish medical education, as in other countries, the great thing is to give a practical and objective character to it?—Certainly.

9713. Dr. STONEY.—As you have had so much intercourse with the students in the Queen's, you are doubtless aware that the hospital at which they would be examined clinically was only announced to the candidate after the examiners had reached the hospital?—Yes. I remember distinctly under the old Queen's regulations, when a student myself, telling the men who went in for the examinations, the cases they were examined on five minutes afterwards.

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DUBLIN.
August 11, 1884.

William Thornley Stoker, esq., M.D., F.R.C.S.I.

(Before the Commissioners in their private room.)

WILLIAM THORNLEY STOKER, esq., M.D., F.R.C.S.I., re-examined.

9714. Dr. MARSTON.—I want to know whether you have a contractor for subjects in Dublin, and if so what he receives per annum; whether you have a secretary, and if so, whether he is a medical man or not, and what he receives; whether his remuneration is paid out of what is received for subjects, and whether the surplus, if there be any, is regarded as part of the professor's emolument or not. Put the answer, please, in a short compass?—I will try to do so. The anatomical committee which is formed of a representative from each of the schools meets every month at Fanning's, medical instrument maker, Grafton-street.

9715. CHAIRMAN.—Do not mention names?—I have no objection to do so in speaking privately to the Commissioners, although the subject is an unsavoury one to the general public.

9716. Cannot you answer the questions shortly, as it appears to me you can?—This anatomical committee receives the moneys of the students from the different schools, keeps an account in the bank, pays the expenses, and refunds the balance at the end of the session to the schools. We pay in every school £1 for each pupil to meet the expenses of subjects. Thus, if we have 120 pupils we pay £120. We lodge that in bank to the credit of the anatomical committee. The committee has an officer who gets a salary of £100 a year, and whose expenses are paid. He keeps two men, and a horse and van. They go round to the different unions and hospitals.

9717. You have a contractor who gets £100 a year?—He is not a contractor.

9718. Give him what name you will?—He is called "the contractor," but is really a paid officer who selects the subjects, and distributes them.

9719. What salary does he get?—£100 a year.

9720. Dr. STONEY.—That is exclusive of whatever expenditure he incurs for the subjects?—We pay that besides.

9721. And the wages of the two men?—We pay the wages of the two servants, and the expenses of the van also.

9722. Dr. MARSTON.—That might make a total of £200?—I could not answer that off-hand.

9723. Have you a secretary?—Yes.

9724. Is he a medical man?—A member of the anatomical committee acts as secretary every year. He gets £50. I was secretary last year.

9725. Are those sums, the £100 and the £50, both paid out of the fund?—They are paid out of the money collected from the different schools at the rate of £1 for each student.

9726. After paying those expenses, have you any surplus?—Yes, a variable surplus.

9727. What becomes of it?—It is returned to the professors of anatomy, and they put it into their pockets as part of their emoluments. I might supplement my answer in this way. I, as anatomical professor in the College of Surgeons, pay £1 for each of my students, and I get back any surplus that is left out of the £100, or £200, whatever it is, and it is part of my emolument.

9728. Rev. Dr. MOLLOY.—Would you have any objection to state what the surplus is?—The surplus, in a particular school, might vary from £30 to £50, and it might be a great deal more. The bigger the school the greater the surplus.

9729. Are there larger schools than yours?—Trinity College is larger.

9730. There the surplus might come up to £100?—I could not answer that.

9731. Dr. MARSTON.—You have demonstrators in Dublin—they receive small salaries?—As a rule, they receive small salaries, because demonstrators are allowed to be grinders as well.

9732. Is their salary fixed by the professor of anatomy, or some of it paid by the professor of anatomy, and some by the college funds, or how?—In the College of Surgeons the professors pay their own demonstrators; in Trinity College they are paid by the university.

9733. Are you acquainted with the facts of the Cork school?—I am.

9734. As a matter of experience, can you give us your opinion as to the practice there—is it just or right?—I think Dr. Charles's treatment of his students is perfectly fair. The only mistake he has made is in listening to the students interfering in such a subject. I would never consent to argue with students on such a matter.

9735. CHAIRMAN.—You said you paid £1 for each of your students?—Yes.

9736. Do you collect that £1 from your students, or get a fee to cover the dissections?—There is a little peculiarity about that. The entire fee for anatomy for one session in Dublin is £8 8*s.*, and historically that is £3 3*s.* for lectures, £4 4*s.* for dissections, and £1 1*s.* for the subject. Practically we charge the collective fee, but all our receipts at the College of Surgeons run—"Lectures, £3 3*s.*; demonstrations and dissections, £4 4*s.*; subjects, £1 1*s.*" The student has to pay £8 8*s.* He might take lectures by themselves, and only pay £3 3*s.* But if he takes dissections he must pay £4 4*s.* and £1 1*s.*

9737. Professor JACK.—It is either £3 3*s.*, £5 5*s.*, or £8 8*s.*?—It is either £3 3*s.*, or £5 5*s.*, or £8 8*s.*

9738. CHAIRMAN.—While the fee is £1 1*s.* for the dissections, it is only £1 you pay *per capita*?—Yes. The other shilling goes into the pocket of the registrar of the schools. It is not profit to the professor.

9739. Dr. MARSTON.—You would not see any objection to the Professor of Anatomy handing over any portion of the surplus to one of his demonstrators?—I would. I would see every objection to putting a demonstrator in a position of independence to the professor. You can never have a school of anatomy properly conducted unless the professor is absolute master of all his officers, including the demonstrators.

9740. Professor JACK.—If the demonstrator acted in the capacity of clerk, or something of that sort, I suppose in that case it would be natural he should get a certain sum for his trouble. There must be a good deal of detail work?—That would be a matter of arrangement entirely between himself and his professor.

9741. Suppose his professor said to him—"I cannot take charge of all this detail, and I will trouble you to do it, you will have so much for it"?—That would be quite allowable if the professor wished it, and in the Scotch Universities it is, I believe, what is done.

9742. No man ever pays £1?—No.

9743. Rev. Dr. MOLLOY.—Am I right then in supposing that, as a matter of fact, the actual cost to each student in the medical schools of Dublin for subjects is £1 1*s.*?—That is so.

9744. That from the fund thus provided there is a small balance after paying all charges, varying from year to year, and that balance goes to the Professor of Anatomy in the several schools as part of his emoluments?—That is correct.

9745. CHAIRMAN.—Do I understand you to say, Dr. Stoker, that the £1 1*s.* for subjects is not charged as a separate and independent fee, but is included in the £3 3*s.*?—Yes; but it happens on our receipt of the College of Surgeons to be written down separately.

9746. Professor JACK.—Does every one of the Professors of Anatomy in the medical schools of Dublin get some small balance back?—Yes.

9747. Every one?—Yes. There may be a school where they apply the balance in their own particular way. I get the balance back in my own school, and last year, as secretary, I wrote a cheque for the balance for every professor, and handed it to him.

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[Before the Commissioners in their public room.]

William Thornley Stoker, esq. M.D., F.R.C.S.I.

9748. Rev. Dr. MOLLOY.—Dr Stoker, have you had an opportunity of knowing practically the manner in which the examinations of the Royal University in medicine are conducted?—I have, sir.

9749. What is your opinion of these examinations as a test of the practical knowledge of the candidates?—My opinion is that the practical examinations of the Royal University are conducted in a manner as nearly approaching to perfection as is possible at the present day, and in that respect that they represent, and are a continuation of the examinations of the Queen's University, which in their day I considered were examinations nearly practically perfect.

9750. Do you think they are conducted in a manner which is calculated to bring out a student's knowledge or his ignorance of the subjects of examination?—They are calculated to elicit his knowledge and expose his ignorance. I am speaking of the whole of the Dublin examinations which I heard spoken of lately in evidence. I may say that I know no examining centre where examinations are so thoroughly practically conducted as here. The system that comes next to Dublin would probably be that of Edinburgh; but even there they fall short of the practical examinations in anatomy and operative surgery, because of the scanty supply of subjects. So I honestly believe Dublin, in point of the practical nature of its examinations, to be before any other place I know.

9751. Suppose a student in particular cases happened to ascertain beforehand the name of the disease which was under examination, would that fact, in your opinion, destroy the value of the examination, and prevent the examiner from testing his practical knowledge?—Not in the least, provided the examiner was a competent man. It would not have the least bearing upon the matter; because the chief function of an examiner is not so much to know if a student names the disease rightly, as to find out if he is competent to proceed to make a careful examination.

9752. And you think the examiners of the Royal University are competent to test the students in that respect?—They are, *facile princeps*.

9753. Dr. MARSTON.—Would you have any difficulty at all as an examiner, if a student knew the name of the disease, in testing his knowledge of the case?—I think I could test him just as perfectly, even if his grinder had taken him previously to the bedside and prepared him on the case.

9754. Then you do not agree with the opinion expressed here by the last witness?—I entirely dissent from it.

9755. Professor JACK.—Can you describe the facilities that you have yourself for expressing an opinion upon the point?—First, as regards the anatomical examinations, the examinations of the Queen's University were conducted in my dissecting room. I made the arrangements for the examinations, and I was frequently there watching the gentlemen examining. In the Royal University the same gentlemen are largely examiners, and the examination is conducted in a school, where the professor is a friend of mine, and I know exactly how matters go on. With regard to the clinical examinations, they have been conducted to a great extent in the Richmond Hospital, to which I am a surgeon, and I have had every opportunity of seeing how they are carried out there. Therefore I have been in a position to judge both of the examinations of the Queen's University and of those of the Royal at present.

9756. So that you have had full opportunity of knowing how they are carried out?—A number of the examiners are colleagues of mine, and I am perfectly acquainted with their method.

9757. Would the previous witness have the same opportunities as yourself?—I am over twenty years connected with education in Dublin.

9758. Dr. STONEY.—Do you know which board introduced practical anatomical examinations into the Irish examinations?—The Queen's University.

9759. And which board introduced clinical examinations?—The Queen's University.

9760. The Queen's University took the lead in introducing all the practical examinations?—Yes.

9761. And raised them to a great pitch of perfection?—I think so.

FRANCIS R. CRUISE, esq., M.D., DUB., F.K.Q.C.P.I., M.R.C.S.E., examined.

Francis R. Cruise, esq., M.D., DUB., F.K.Q.C.P.I., M.R.C.S.E.

9762. CHAIRMAN.—You are a physician practising in Dublin?—Yes.

9763. For some years?—I am twenty-seven years, I think.

9764. Where did you take your medical degree, Dr. Cruise?—In Trinity College, Dublin.

9765. Have you had practical experience of teaching medical students in Dublin?—I was twenty years actively engaged in teaching.

9766. You were, I believe, connected with the Carmichael School of Medicine at one time?—So far as the theoretical department was concerned. I was teacher of anatomy, and subsequently of the practice of medicine. I was connected with the teaching department of the Mater Misericordiæ Hospital until four years ago, and I am connected with the hospital still.

9767. You have had, I may take it, considerable experience in medical teaching in Dublin?—I ought to have.

9768. You are also a member of the Senate of the Royal University?—I am.

9769. You were, I believe, one of the original senators?—Yes.

9770. You are aware of the rule of the Royal University requiring its students to take the first years examination in arts?—I am.

9771. Were you present at the meeting of the Senate when that rule was passed?—I was, and I was one of the most earnest supporters of that measure.

9772. In your opinion, do you think it advantageous for the interests of the medical profession that this requirement of the Royal University should be insisted upon?—I do, if the candidate aspires to a high qualification. I think it necessary if he aspires to a high qualification.

9773. Do you think it is a reasonable thing for a university to insist that candidates for its degrees should have an education in arts?—Yes. I have so strong an opinion upon that subject that I think a university degree without some qualification in arts—the more the better—is a false pretence.

9774. Do you consider that the matriculation examination of the Royal University would indicate sufficient culture to entitle a medical student to get a university medical degree?—Well, I do not.

9775. We have it in evidence that in Trinity College the medical degree is only given to those who take the B.A. degree?—Yes. A full degree in arts is required in Dublin University, before taking the M.B.

9776. And the Royal University are content with the first examination in arts?—They are content with it, and I may state that those who advocated the first year in arts were content with it, simply because they

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DUBLIN. *August* 11, 1864.

Francis R. Cruise, esq., M.D., DUB., F.K.Q.C.P.I., M.R.C.S.E.

could get no more. They would be very glad to see two years of arts or a full course of arts.

9777. Would you prefer the full course of arts, or would you be content with the second examination in arts?—I prefer the full course of arts, as in Trinity College.

9778. Do I understand you, that you consider that a university medical degree ought to rank higher than a mere degree from a licensing body?—I think that is admitted on all hands.

9779. And that it is lowering a university degree to give it to a person who simply has the amount of culture which is evidenced by passing a matriculation examination?—It is levelling down.

9780. Dr. MARSTON—You would level the man up?—I would.

9781. Rev. Dr. MOLLOY—If the Royal University were not to insist on this condition do you think the effect would be to lower the prestige of its degrees as compared with those of the University of Dublin?—Certainly. I think the Royal University has yet a career of work to do before its degrees will be equal to that of Trinity College; but if you expunge the arts course altogether, I think you would at once condemn it.

9782. Dr. MARSTON.—Do you think it premature at present to arrive at any conclusion as to the effect that the Royal University will have on education?—The Royal University is only in existence two years, and of course it would be impossible to form a definite conclusion yet as to its influence upon education.

9783. I understand you to hold that there are two classes of medical men necessary, one highly and expensively educated with the best attainable qualifications, and another, I presume the more numerous class, simply qualified to practice?—I quite hold that view.

9784. And university graduates would comprise the former class?—Yes, they would comprise the former class. It is unfortunately impossible in the present state of the world that the public at large could recompense adequately those who rise to the very top of the profession. Over the rank and file we require to have the highly qualified excellent practitioners. A university man, I think, should be above the ordinary rank, and part of his superiority is in the superior general education which enables his mind to grasp his medical subjects better than those who have not had such an education.

9785. Would a young man of say sixteen or seventeen years of age, educated in a public school and in the fifth or sixth form, have any difficulty in passing in the arts subjects now required for the Royal University?—I consider not; and I think you have only to refer to the calendar to see that. I think a smart boy of sixteen years of age, or a less smart boy of seventeen, should pass the matriculation examination, and within a year should pass the first year of arts. Then we will say at eighteen he is prepared to start at medicine. If you give him three or four years he will be fully qualified at twenty-two, and he is scarcely fit to be qualified before that age as a rule.

9786. Do you think the majority of young men in this country can pursue the arts and medical course concurrently with benefit to themselves?—I think that it would require a man of over the average ability to pursue arts and medicine throughout the whole time simultaneously. I must explain myself. Supposing a boy enters Trinity College, where he has four years of arts and four years of medicine, I think it is wrong for him in his own interests and in the interest of his profession to attempt to run the two courses simultaneously. I have invariably advised those who have been under my charge—and they have been very many—to overlap the courses, taking two years of arts, or, if possible, three years of arts first, and then start at medicine. In that way you will have the arts and medicine together only for a short time. Now, I speak of a university like Trinity College, in which we have four years of arts. As regards the Royal University, there is only one year of arts which might very easily be cleared away before the student commences medicine. Such is the facility, if you look at the curriculum. Even his first year of medicine might very well be carried on simultaneously with his first year of arts.

9787. The medical curriculum of the Royal University is rather a heavy one for the three years following the first year of arts?—It is; but I think the answer to that is, that very few will take it in the three years. It would be, however, a hardship to say that a very clever man should be bound to spend the four years at what he can do in three; but, I think, the majority will. I would prefer a boy to spend four years in the study of medicine pure and simple.

9788. Do you think that the supply of the medical element in this country is in excess of the demand, and that the standard of education is unduly lowered by the facilities offered for entering the medical profession?—I do not say as regards this country that the demand is greater than the facilities.

9789. In the United Kingdom then?—In the United Kingdom. But you must recollect that doctors go to every part of the world. They are always welcome. I have travelled over a great part of the world myself, and anywhere I would settle down I think I would find work to do; and so does every man, if he knows his business and is steady.

9790. Have you had much knowledge of students of the medical faculty in the Queen's College?—Yes. A good many Queen's College students come to us at the Mater Misericordiæ Hospital.

9791. What opinion have you formed of their acquirements?—Their acquirements were like those of other students—some good, and some not so good.

9792. What knowledge do they exhibit of clinical medicine and clinical surgery?—I would say average.

9793. You do not consider them at all behind other students in that respect?—I do not.

9794. What would you consider the strong points in medical students educated at the Queen's Colleges and what the weak ones, if they have any?—I think that the students educated at the Queen's Colleges who came under my notice were what I would call on a par with the average students for the College of Surgeons or for the College of Physicians. I do not think they excelled them. They did not excel them in the greater facility of acquiring knowledge one always observes in a really trained university student. At one time I used to say I could recognise a university student going round the wards with me without being told, judging from his aptitude for learning.

9796. Rev. Dr. MOLLOY.—What do you mean by a university student?—An arts student of Trinity College.

9797. Because the Queen's College students were all university students?—I should correct myself.

9798. Dr. MARSTON. — How do you rank the degree of the Queen's University?—I thought it was a very fair degree. Some men were first-rate; some were not equal.

9799. Do you think the examinations were searching and good?—The examinations were excellent.

9800. Do you think there is much information likely to be useful to a medical man in ancient classical literature?—Not for his practical everyday work, but it is very useful for the training of his mind.

9801. Do you think a knowledge of German would be essential to a man desirous of becoming a teacher or of occupying a high position in the medical profession?—I think that at present a knowledge of German is indispensable for a medical man, because the most and the best works in original research are in German, and if he does not know German he must wait a couple of years until the works and papers pass into translations.

9802. Can you tell me how a candidate's knowledge in medical and clinical surgery is tested in the Royal University?—By bedside examination.

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9803. Do you consider hospital practice of primary importance in medical education?—Of the utmost importance. In fact I know no word that would express sufficiently the absolute necessity of it. Above all other things it is the most necessary.

9804. So that however good the theoretical teaching might be, if divorced from opportunities of hospital practice, it would be useless for the training of a man to practice our profession?—It might make a learned but it would certainly make a dangerous practitioner.

9805. He would be qualified to pass examinations but not to practice with safety?—Not to his patients.

9806 I suppose you want a large amount and variety of clinical material for the purpose of the higher kind of instruction?—That is obvious. You must have a large library to read in.

9807. I mean hospital material?—Certainly. You must have a large assortment of cases of surgery and medicine passing before you.

9808. Rev. Dr. MOLLOY.—You look upon a good hospital as a library for medical students?—I do.

9809. Dr. MARSTON.—It has been complained that if a man is rejected at the Royal University examination the interval between the time of his rejection and that at which he can again present himself for examination is too long?—The assertion has been made. If you wish I will give you my opinion.

9810. I should like to hear it?—If a man is rejected on such subjects as surgery or the practice of medicine, I think that the interval for which he is postponed should be a very considerable one, because it is impossible to make up these subjects in a short time. Suppose he is rejected upon botany or upon chemistry, he can make either subject up in a very much shorter time, and I would afford every facility for his examination within a reasonable time. But, as I said, if he failed in the practical subjects, as for instance surgery, medicine, and anatomy, I would postpone it for a considerable time.

9811. Was the standard of examination in the Queen's University lower than that of the Royal?—I should think not. I should think the examinations were very much the same. That of the Queen's was a good practical examination.

9812. You are strongly of opinion that it would have a bad effect upon education generally if universities lowered their standard to the level of men desirous of obtaining degrees?—To have licenses?

9813. No, but university degrees. If universities lowered their standard at all to meet the wishes of men desirous of obtaining degrees?—Oh, certainly. I think that would lower the whole profession. It would have a lowering effect on the whole profession if you lower the qualifications, and the universities should be the last to do that.

9814. The General Medical Council exacts a preliminary examination. That is rather low, but do you consider it quite sufficient?—It is low; I do not consider it sufficient, but it is to be remembered the General Medical Council is working under difficulties. It has no power to enforce; it has only power to recommend, and, therefore, is obliged to be moderate in its recommendations. I know the spirit of the Council is in favour of raising the preliminary examinations. I know from members of the Council that that is their desire.

9815. To adjust it in accordance with the advance and progress of education generally?—Yes.

9816. Professor JACK.—Would you explain in what way it is that the General Medical Council has no power to enforce, but only to recommend?—It has not the legal power.

9817. Unless a student complies with the regulations which are laid down by the General Medical Council he cannot be registered?—It is quite true, but the Council has not the power to prescribe the curriculum for the preliminary examination for each individual licensing body, but only to recommend that it should be higher or lower, according as it thinks proper. It has a power of recommendation, but has no power of saying, "We will disfranchise you if you do not comply."

9818. But, if it thinks such and such an examination unsatisfactory, the Council may say "We cannot accept this examination as authorizing us to register as a medical student the candidate who merely passes it?"—The Council has been, throughout its career, endeavouring to raise the standard, but it has not the absolute power to disfranchise a body, and, of course, it must proceed cautiously.

9819. No doubt, but it can lay down a definite regulation as to the amount that it expects to be secured in general preliminary education, and it can refuse, unless satisfied with the evidence produced to that effect, to register medical students?—It can.

9820. Therefore, in that sense, it has absolute power?—In a certain sense it has.

9821. I mean to say in that sense?—Yes.

9822. There is one statement you made that I would like to hear explained. I think you said that a university degree, without a qualification in arts, is a false pretence?—It is levelling down to a college. It does not imply what a university has been always understood to imply—namely, a liberal education.

9823. What is the position of the University of Edinburgh medical degree?—Formerly it held a very high position, but not of latter days.

9824. It does not stand as high latterly?—It does not stand as high latterly as either of those which, I think, may be put as the leaders—London University, Dublin, Cambridge and Oxford Universities. These are the highest degrees.

9825. And then would come Edinburgh?—Well, I should say Edinburgh.

9826. Rev. Dr. MOLLOY.—What about the Royal University?—That has to make its character as yet. Dr. Molloy. Excepting the London University, the others have been for centuries in existence.

9827. CHAIRMAN.—The Royal University could not confer a medical degree on one of its own men yet?—No.

9828. Any medical degrees conferred must have been on Queen's College men?—Yes, quite so.

9829. Professor JACK.—A university degree ought to rank higher than a license to practise. Would it be possible that higher rank might be obtained by insisting on greater professional acquirements?—Certainly, higher rank would be attained by higher professional acquirements, but it would lack still the one item that I contend a university education should imply, and that is an education outside of medicine.

9830. For instance, an education outside medicine would usually include an education in the subjects of zoology, botany, and chemistry?—They are quite cognate to medicine.

9831. But they are not what you call directly professional subjects. They are in a sense extramural subjects?—They are.

9832. You mentioned that the highest medical degree at present was that of the University of London?—Well, I should say, it ranks highest. It is the most difficult examination.

9833. The University of London degree, as I understand, rests upon an arts foundation, which is solely the foundation of matriculation?—Yes.

9834. That is to say, it has not anything beyond its matriculation?—It is a matriculation that implies an education well up to the standard of the second year of Trinity College, Dublin.

9835. They go beyond matriculation, and ask for what is called a preliminary scientific year?—Yes.

9836. That is a year in botany, zoology, chemistry, and so on; and after that they want four years of regular professional work?—Yes.

9837. What I want to call your attention to is, that the University of London degree ranks high, in consequence of what one may call scientific additions,

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DUBLIN. August 11, 1884.

Francis R. Cruise, esq., M.D., Dub., F.K.Q.C.P.I., M.R.C.S.E.

as distinguished from arts additions to the matriculation?—The matriculation is a good examination.

9838. It is a good examination, no doubt; but if I recollect aright, it is not distinguished so very sharply from the Royal University matriculation examination as one would suppose at first sight. There are seven subjects, and in the Royal five?—It is a very much more difficult examination I should expect.

9839. The important subjects are very much the same as in the Royal University, except that natural philosophy and chemistry are included, and there are two optional languages instead of one. But in the main, stating my own impression, I should say the examinations of the two are not so very far different from each other?—I consider the London University matriculation higher than that of the Royal University.

9840. At the present moment the arrangements of the Royal University for medical degrees are that there are three examinations in medicine. There is the first examination in medicine, which is an examination in zoology, botany, and a modern language. That is an examination, of course, practically outside what would ordinarily be understood as a professional examination; so that the whole of the professional examinations of the Royal University are included in two years. That has been very much complained of by several witnesses of great professional eminence as crowding in the examinations a good deal. I understand your opinion is, that while, of course they are put into two years, they might be very easily taken in four?—And probably will be so taken.

9841. Suppose that is the case, might it not be for the advantage of students if it was indicated that they should be taken in four, and the subjects broken up more?—The only hardship connected with that would be the rendering it impossible for a man who was able and willing to work up in conformity with the existing regulations to do so.

9842. Of course the difference between two and four years is very great?—Very great.

9843. One would imagine that when a University puts down two years for examination purposes it rather indicates as an advice to ordinary students that two years would be a reasonable time?—Two years, the possibility at all events.

9844. I speak of that point particularly, because we have had a considerable amount of evidence, indicating that that was an impression strongly entertained on the part of medical men?—Referring to Trinity College, four years or three and a half years is really the time you can take the degree in; but many spend five and even six years in college before they graduate.

9845. I fancy that is the case in all universities?—And advantageously, if circumstances permit of it.

9846. With regard to the subjects of zoology, botany, and a modern language, would it be possible to throw these back into the first examination in arts; so they are of the nature of general education—of subjects which, for instance, appear in the preliminary scientific examination in London University?—I doubt that it would be wise to throw them back into the arts examination. They are too much cognate to medicine. They are not sufficiently outside of medicine to imply what I argue in favour of as liberal an education as possible.

9847. If they were thrown back into the arts, there would remain three years for the examinations in medicine?—Yes. It is not to be forgotten that those subjects leave ample margin for the student to work very hard at others during the year.

9848. That is, zoology, botany, and a modern language, are hardly enough for a whole year?—Hardly enough.

9849. That is an observation, no doubt, which is quite reasonable, especially if a modern language had been commenced beforehand?—Yes.

9850. With regard to the degree in the University of Edinburgh at present, and in all the Scotch Universities, I suppose they would rest their claim to have the medical degree regarded as something higher than a mere license to practise on what they consider the superiority of the medical knowledge which it implies?—They insist on a long residence—a very careful training under their own eye, which is certainly very advantageous. Still I cannot forego the necessity of the mental training that an arts degree implies, or an arts education implies.

9851. I have, to a large extent, the same feeling as you express; but of course, with regard to regulations, we must take the world as we find it?—Certainly; but, with regard to that point, I have a very firm conviction that the Royal University scheme if left to work will, in a short time, within a reasonable number of years, educate the public up to the idea that their sons in going to the medical profession will do well to pass their matriculation examination, and the first year of arts as well, before they commence medical studies. The public will be become educated up to that idea, and will not object to it, at least unless in very few cases. Of course you cannot legislate for everyone. There must be exceptions.

9852. We have had a great deal of evidence that the effect at present is, that an immense number of students who wish to get into practice, finding the Royal University to have put on more than they were prepared for, have gone elsewhere to licensing boards?—That, I think, is inevitable; but you cannot lower the standard in order to grasp all.

9853. It is of course a mere question of degree whether you have screwed up too much or too fast?—Of course, we are only in the commencement, and that remains to be seen. It would be hard to judge it after two years' trial. But I have a strong conviction myself that the public will begin to wish for a greater training in arts.

9854. I am sure all the Commissioners feel that it is difficult to judge after merely two years' trial?—It is.

9855. Dr. STONEY.—Where you spoke of the full degree in arts which is required in Trinity College, of course you meant the degree as modified for professional students?—Yes; those who were allowed off a certain portion of the arts course being medical students.

9856. It is not the full degree in the other sense?—There is certainly an allowance made in every year's curriculum in Trinity College in favour of professional students. They are allowed off some, but it is a small amount.

9857. What you said in reference to German I suppose would equally apply to French?—Nearly equally, but not equal. There is more original work done in Germany by far now than in France. At the same time I take it every well educated student in medicine should understand the two languages. But there is a remarkable falling off in original research in France as contrasted with Germany.

9858. In French, German, English, Latin, and Greek, we have five languages; and the real question is whether a student should be compelled to continue to keep up his Latin and Greek for a year after he has begun his university course?—According to the curriculum of the Royal University he is not bound to keep up his Greek. He may choose a modern language in place of it.

9859. As I understand you place most stress upon the arts education which university degrees ought to mark as the distinction which ought to exist between them and the licensing corporations?—I do.

9860. When you speak of arts education I suppose you probably mean a liberal education?—I do.

9861. Some persons hold that the chief points of difference between a university degree and the qualification of a licensing body ought to consist in the greater amount of thoroughness and fulness and the more scientific aspect given to the studies of the

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Francis R. Cruise, esq., M.D., DUB., F.K.Q.C.P.I., M.R.C.S.E.

medical curriculum, and of the languages and sciences that are collateral to the medical curriculum. I mean those two languages that are especially useful, and such subjects as chemistry, physics, zoology, and botany, on the side of science. You do not hold that view?—I hold it in this way that I believe the better educated man will work out his subjects with more thoroughness. I think that is implied in the superior general education.

9862. What is your opinion as to the capabilities as a means of liberally training the mind, of the study of three languages—French, German, and English, of the experimental and deductive methods of proof in a thorough form, and of their application to several sciences of observation in a thorough form in addition to the study of them in those sciences in which they can best be mastered?—I take it the more knowledge of these that a student can possess the better.

9863. And that they would tend to give him a liberal education as well as one merely professional?—They would tend to it, but I would not be content to leave out what I think you leave out, i.e., Latin and Greek.

9864. Latin and Greek are, in fact, the only points of difference between you and those who hold the other view with reference to a university degree. The only outstanding question is whether the study of Latin and Greek should be prolonged, or whether the student should be allowed to drop them and take exclusively to all those other studies?—Yes. With regard to Latin we assume that a student after his matriculation and the first year of arts in the Royal University has a very fair knowledge of it. He ought to have it because it is a language in which a large number of works were written up to a comparatively recent time, and it is the language in which all prescriptions are written.

9865. Professor JACK.—Partially written?—Well, yes—The formula is in Latin. I do not mean such a knowledge of the language that he would be a perfect Latin scholar and write Ciceronian Latin with facility, but that he should have a fair knowledge of Latin. It might not be so necessary for him to continue Greek, but he certainly should have a very fair foundation knowledge of Greek in order to understand the general terminology of medical science. Indeed the nomenclature of every science is derived from Greek.

9866. CHAIRMAN.—Was the question about requiring the one year in arts fully considered by the Senate of the Royal University?—It was very fully and very carefully considered, and under the following circumstances if it is not too long to tell you.

9867. I dare say the Commission would like to hear?—When the Royal University was first established a sub-committee was appointed by the Senate to draft a medical curriculum. That sub-committee consisted of ten men, all of them more or less familiar with the subject. I can speak confidently of what they did, because I was a member of that committee myself. At the end of a good deal of discussion it came to this point that we were five against five. Five held that the matriculation examination alone should suffice, and five held that we should have more arts than that; and we fixed upon asking a year of arts, confident that we would get it, while we did not ask more, because we thought we would not get it. This topic then came before the Senate of the Royal University and was fully discussed. It was a very long and very earnest discussion and finally ended in a vote. To the best of my recollection twenty-four voted for the year in arts, against six who voted for the matriculation examination being sufficient.*

9868. Dr. STONEY.—Was the question considered at all of allowing a student to pass both examinations on presenting himself at the University—the year's interval, so far as we have had evidence, is a very distinct part of the source of difficulty?—It was discussed, but I do not know that it was discussed at that particular meeting. But it was discussed at the Royal University and negatived. The difficulty of the one year in arts appears to me less than many make of it, if it is considered from this point of view that the matriculation examination is very moderate and can be passed by a boy fit to enter Trinity College. Boys enter Trinity College at fifteen or sixteen years of age, while the same education will suffice for the matriculation examination of the Royal University. Then one year of arts is certainly not too much to add for a boy of sixteen or seventeen, bringing him up to eighteen, before making a start in his medical career.

9869. CHAIRMAN.—The Queen's Colleges are represented on the Senate of the Royal University?—They are.

9870. Did any of the representatives of the Queen's Colleges take part in this discussion, do you recollect?—They did. It was the Queen's Colleges representatives who thought the matriculation examination would be sufficient.

9871. Professor JACK.—They were, perhaps, more strongly represented on the sub committee than on the ultimate vote of the Senate?—On the sub-committee the vote was five against five. When it came before the senate the vote was twenty-six against six.

9872. CHAIRMAN.—Were the six all Queen's College men?—They were.

9873. Were the five for excluding the first year of arts Queen's College men too?—They were Queen's College men.

9874. Professor JACK.—You say the question has been under the consideration of the Royal University about the possibility of accepting the examination now called the first university examination without having previously required the matriculation examination?—I know it was. I could not remember the date without referring to the minutes; but I know distinctly the subject was discussed.

9875. It would be a very considerable argument in favour of taking that course that the subjects of the matriculation examination and the subjects of the first university examination are identical?—One is a little more advanced. You have experimental physics in the first university examination.

9876. Experimental physics is in both, elementary mathematics is in both, and English language is in both?—Yes, but they are more advanced than at matriculation.

9877. They are more advanced, no doubt, in the first university examination; but though they are, they are the same subjects that are examined upon as in the matriculation, and therefore it seems reasonable that if a man could pass the first university examination when he entered, he should be excused the lower examination?—That has been before the Royal University. What opinions others may have on the subject I could not be responsible for, but a little time in study is of importance as involving examining.

9878. Dr. STONEY.—But it may also involve crushing those subjects in upon medical studies?—Yes; but if I am fair in my suggestion that a student of sixteen or seventeen years of age can pass the matriculation, and then in a year pass the other, which brought him up to medicine, leaving him three or

* When the report of the above-mentioned Special Committee came before the General Committee of Organization, they adopted the view of those who thought that one year's study of arts should be required after matriculation, and accordingly the draft scheme laid before the Senate was prepared on that basis. At the meeting of Senate in February, 1881, when the scheme so prepared was under consideration, a motion was made that it should be amended by substituting for the ordinary first university examination in the case of medical students an examination in a modern language and experimental physics only, but the opinion of the great majority of the Senate being that the medical students should be required to pass the ordinary first university examination, the proposed amendment was negatived by 24 to 6.—F. R. C.

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DUBLIN. *August* 11, 1884.

Francis R. Cruise, esq., M.D., DUB., F.K.Q.C.P.I., & R.C.S.I.

four years ample time to take a university degree in medicine, he would be only twenty-two at his degree.

9879. That is, supposing the student has determined that it will be to the Royal University he will go a year before he begins his medical studies?—I think as a rule people must cast about them, and make up their minds as to the course they will take, or their parents do it for them.

9880. A year beforehand?—Yes, or more.

9881. Professor JACK.—If the course I am suggesting just now were adopted, it would be going very much on the lines of the London University?—Yes.

9882. Dr. STONEY.—Are you aware that in the London University a candidate on passing the matriculation examination is, under similar circumstances, allowed to proceed without a year's interval to the next subsequent examination in arts?—Yes, just as in Trinity College, you can escape nine months of the four years. You are aware of that permission.

9883. Professor JACK.—No; please explain?—If you enter and pass the Michaelmas examination and three terms of the next year, that compression is allowed. It is a very small compression for Trinity College, considering it insists upon four full years in arts.

9884. There is something of the same kind in the Scotch University—a preliminary examination on passing which a student escapes a year?—Yes.

9885. Supposing this course were adopted it would occasionally practically come to that, except that the year the student spends between the matriculation and first university examination may or may not be at a college?—I hold in favour of not pressing a student too much, because I think it would be far wiser to put another subject into the first university examination than to compress it. If you compress it, it gives the idea that it will be very difficult to the student, and a certain amount of latitude in the examination would ensue.

9886. The other natural course would be to eliminate one or two of the five subjects now in, and put zoology and botany into the first university examination. In that case, practically, the time for professional subjects proper would be extended to three years without any more pressure upon the students?—Yes; but, as I stated before, the number of those who compress all their medical studies into three years would be small.

9887. Dr. STONEY.—Twenty-five years ago the University of Cambridge scarcely graduated any men in medicine?—Yes. Both Oxford and Cambridge have gone to the front since; they hold a very high rank now.

9888. I know they do. Dublin graduated a very moderate number compared with the number now, and Edinburgh graduated only eight or ten in arts in those days?—That shows what I maintain, that there is a feeling on the part of the public, which only requires to be educated and developed further, in favour of university training.

9889. What I want to bring out in reference to your observations about the past state of things is that Dublin, Cambridge, and Oxford, more especially Cambridge and Oxford, conferred scarcely any medical degrees, and educated scarcely any medical men?—They were much fewer than now.

9890. Dublin graduated a very moderate number, and Edinburgh produced at that time scarcely any graduates in arts—the numbers averaged eleven per annum for the five years from 1852 to 1856?—But that state of things is changed now; we have to discuss what is wise for the present.

9891. Professor JACK.—I suppose Oxford does not produce a great number of medical men?—Not a very large number, but I do not think the number of graduates would reduce the value of the degree. I think the quantity is one thing and the quality another.

9892. But the actual crop is small?—Yes; the crop in Trinity College, of necessity, must be small. Contrast the number at Trinity College any half-year with the number they turn out at the College of Surgeons. It is only a per-centage, but that is simply because Dublin University is a higher degree.

9893. I noticed in the last university calendar is Edinburgh they turned out 182 M.B.s in the course of the year?—Yes.

9894. Dr. STONEY.—I am under the impression that the Cambridge rule used to be—I do not know whether it continues—that a man should have completed his arts course before he began his medical, and the two made a seven years' course?—That was a great hardship; I consider that a prohibitive hardship for the majority, and, in the present pressure of life, it is scarcely reasonable.

9895. Professor JACK.—In fact, the medical curriculum at Cambridge seems rather to point to scientific than to professional work. Is it rather the science of medicine they work at there?—Well, there is no doubt that an M.D. of Cambridge stands high.

9896. And an M.D. of Oxford, when you catch him, stands high, but you do not catch him often?—Yes.

9897. Dr. MARSTON.—In Cambridge and Oxford there is the advantage of tradition, and London University has the advantage of thoroughness?—London has been made so by the superiority of the examinations.

9898. But with regard to relative standing and position, the Edinburgh degree, as a medical degree, stands high?—It does stand very high, but I would not contrast it with the others.

9899. Oxford and Cambridge have all the advantage and the *eclat* of tradition?—They have. We have to make way against the want of that in the Royal University, and, therefore, we must make our curriculum good and our examinations stiff.

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EIGHTEENTH DAY—TUESDAY, AUGUST 12TH, 1884.

Dublin. August 12, 1884.

AT THE COMMISSIONERS' OFFICE, CASTLE-STREET, DUBLIN.

Present—R. P. CARTON, Esq., Q.C., Chairman.

Rev. GERALD MOLLOY, D.D., F.R.U.I.; GEORGE JOHNSTONE STONEY, Esq., M.A., D.Sc., F.R.S.; Professor WILLIAM JACK, LL.D.; and Deputy Surgeon-General JEFFREY A. MARSTON, M.D., with N. D. MURPHY, Junr., Esq., Secretary.

Rev. WILLIAM DELANY, S.J., President of University College, Stephen's-Green, recalled.

Rev. William Delany, S.J.

9900. CHAIRMAN.—Father Delany, you are the President of University College, Stephen's Green?—Yes.

9901. Your attention has been called to certain answers that were given by Dr. Porter, President of Queen's College, Belfast, in his evidence there?—Yes.

9902. And these are the questions and answers:—

"Question 145: Are the papers for the Royal University prepared close up to the time of examination, or some considerable time before?—I understand the papers are prepared nearly two months before the date of the examinations.

"Question 146: Are there any examiners who continue teaching between that and the time of examination?—I have heard, and I think it is the case, that a large number of those who are resident in Dublin continue throughout teaching up to the very period of the examinations.

"Question 147: Do you think that examinations conducted under such conditions are entitled to complete confidence?—My own opinion on that is very decided; I think the propriety of having examinations under such circumstances may be questioned."

When did you become President of University College?—In November, 1883.

9903. When did the session in University College close?—On the 18th June the session just elapsed closed.

9904. When will the next session commence?—On the first Tuesday in October, but the Fellows will not begin to lecture till the following Tuesday.

9905. Is there any Fellow or Examiner of the Royal University teaching at present in University College?—No.

9906. Has any Fellow or Examiner of the Royal University taught in University College since the session closed?—No.

9907. And will any Fellow or Examiner of the Royal University teach in University College till the opening of the next session in October?—Certainly not; and I may add they are prohibited by the Royal University from having private pupils—that is, pupils taught elsewhere than in University College, and, therefore, not only in University College, but outside of it, the Fellows and Examiners cannot teach, and are not teaching private pupils.

9908. There are classes being taught in University College?—Yes; there are vacation classes, and they are formally advertised as such in the calendar and in the newspapers.

9909. Who are teaching those vacation classes?—It is formally stated in the notice, a copy of which I hand in, that they are taught by the College tutors, and the list of the College staff which I also perceive distinguishes plainly the names of the College tutors who have no connexion whatever with the Royal University.

9910. As a matter of fact are the vacation classes being taught by college tutors?—At present the few individuals who came beforehand are being taught this week. The regular classes will begin on 18th August.

9911. The only teachers are college tutors?—The teachers at present are not college tutors they are Trinity College men temporarily engaged in the absence of the tutors. The College tutors are away in vacation until August 18.

9912. They have no connexion with the Royal University?—None whatever.

9913. Have the tutors any connexion with the Royal University?—None whatever.

9914. Professor JACK.—What is the date of the statute prohibiting fellows of the Royal University from teaching private pupils?—The condition is put into the letter of appointment of the Fellows. Prior to their being finally approved of, the Royal University send a letter requesting them to give an undertaking in the first place to teach in a college approved of by the University, and secondly not to teach private pupils. It was explained by a leading member of the Senate, who is a lawyer of eminence, that "private pupils" meant pupils taught elsewhere than in an University College or institution approved by the Senate.

9915. Do you know of your own knowledge when the system was initiated of sending this letter to the Fellows of the Royal University?—From the very beginning it has been the system.

9916. That you know of your own knowledge?—Of my own knowledge; because though only President of University College since November, 1883, before that I was connected with a college just started in Dublin for university purposes, St. Ignatius' College, which is merged in University College, and one of the professors of that college was appointed Fellow, and is still a Fellow, the Rev. Thomas Finlay; and therefore I am quite familiar with the terms of the letter of appointment. He was appointed at the first appointment of Fellows.

9917. You have seen that letter?—I have seen that letter.

9918. That letter lays down a prohibition against teaching private pupils and an obligation to teach in a college approved of by the Senate of the Royal University?—It requires a written undertaking from the Fellows on election, prior to their appointment being made absolute, that they will not teach private pupils.

9919. And it requires a written undertaking that they will teach in a college approved by the Senate of the Royal University?—In a college approved of by the Senate of the Royal University.

9920. The arrangements that you mentioned just now about the 18th June and so on refer, I presume, to the present session?—My official arrangements of the present session, and of course they will be stereotyped.

9921. Dr. STONEY.—In order to make the whole thing perfectly clear I would like to ask when did Dr. Ball give that opinion as to the interpretation of the words "private pupils"?—I was informed of it at least a year ago, because the question was agitated as to the power and the right of the Fellows to teach elsewhere than in University College. The question has been discussed and various opinions expressed on it. I do not give that as a legal opinion, but I give it as the private statement which I was informed was made by Dr. Ball as regards the meaning of the words "private pupils."

9922. Your statement as to University College is limited to the present session?—It is purposely limited to the present session; because the statement to which it is an answer is in the present tense. I wish to meet that by a negative, and to say that that state of things does not exist.

9923. Your statement does not cover the time of any examination that had been held before this evidence was given—the examinations held last year or the year before?—No. Of course the statement made by me applied especially to the formal statement made before the Commission. That having been made

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DUBLIN. *August 12, 1884.*

Rev. William Delany, S.J.

in June, 1884, in the present tense, would be understood necessarily as applying to a state of things existing in June, 1884, and the phrase "examiners resident in Dublin" would commonly be taken as referring to University College, which counts on its staff all the fellows and examiners in arts who are resident in Dublin.

9924. CHAIRMAN.—The statement you have just made you wish to make yourself in consequence of the statements that were made in Belfast?—I think it due to the Fellows and Examiners, of whom I am officially at present the head, as head of University College, to give those statements made in Belfast a formal contradiction.

9925. I asked you that question, Father Delany, because the subject is one which we do not consider ourselves at liberty to inquire into or that is within the scope of our Commission. At the same time when the statement was made and when you thought it right to come forward and make a statement respecting it, we considered it was due to you to give you the opportunity of doing so?—I am very grateful for the courtesy of the Commission.

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QUEEN'S COLLEGES (IRELAND) COMMISSION.

APPENDIX III.—DOCUMENTS.

A.

No. 1

PAPER OF QUERIES SENT TO THE QUEEN'S COLLEGES.

Each of the three Queen's Colleges is requested to furnish a return showing:—

I. (1.) A list of the Matriculated Students of the Royal University now reading, in the College, the course for the First University Examination in Arts, specifying how many of these Students are also reading the course for the First University Examination in Medicine. URGENT.

(2.) A list of the Students of the Royal University who have passed the First University Examination, and are now reading, in the College, the course for the Second University Examination in Arts.

(3.) A list of the Students of the Royal University who have passed the Second University Examination, and are now reading, in the College, the course for the B.A. Examination.

(4.) A list of the Students of the Royal University who have passed the B.A. Examination, and are now reading, in the College, the course for the M.A. Examination.

(5.) A list of the Students now reading any course of Arts in the College, who are not Matriculated Students of the Royal University, pointing out those who are Students of any other University.

II. (1.) A list of the Matriculated Students of the Royal University who are now reading, in the College, the course for the First University Examination in Medicine. URGENT

(2.) A list of the Students of the Royal University who have passed the First University Examination in Medicine, and are now reading, in the College, the course for the Second University Examination in Medicine.

(3.) A list of the Students of the Royal University who have passed the Second University Examination in Medicine, and are now reading, in the College, the course for the Degree of M.B.

(4.) A list of the Students of the Royal University who have passed the Examination for the Degree of M.B., and are now reading, in the College, the course for the Degree of M.D.

(5.) A list of the Students now reading any course of Medicine in the College who are not Matriculated Students of the Royal University, pointing out those who are Matriculated Students of any other University.

III. (1.) A list of the Matriculated Students of the Royal University who are now reading, in the College, the course for the Degree of LL.B. URGENT.

(2.) A list of the Matriculated Students of the Royal Univereity who have obtained the Degree of LL.B., and are now reading, in the College, the course for the Degree of LL.D.

(3.) A list of the Students now reading any course of Law in the College who are not Matriculated Students of the Royal University, pointing out those who are Matriculated Students of any other University.

IV. (1.) A list of the Matriculated Students of the Royal University who are now reading, in the College, the course for the First Professional Examination in Engineering. URGENT.

(2.) A list of the Matriculated Students of the Royal University who have passed the First Professional Examination in Engineering, and are now reading, in the College, the course for the Second Professional Examination.

(3.) A list of the Students of the Royal University who have passed the Second Professional Examination in Engineering, and are now reading, in the College, the course for the Degree of B.E.

(4.) A list of the Students of the Royal University who have obtained the Degree of B.E., and are now reading, in the College, the course for the Degree of M.E.

(5.) A list of the Students now reading any course of Engineering in the College, and who are not Matriculated Students of the Royal University, pointing out those who are Students of any other University.

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URGENT.

V. (1.) The names of all the Students of the College who have gained a Scholarship in the Royal University, distinguishing those now residing in the College.

(2.) The names of all the Students of the College who have gained an Exhibition of the Royal University, distinguishing those now reading in the College, and specifying, in the case of each Student, how many Exhibitions he gained, what each Exhibition was worth, and at what Examination it was awarded.

(3.) The names of all the Students now reading in the College who have gained Scholarships or Exhibitions *of the College*, specifying in each case the duration of each Scholarship or Exhibition, the date at which it was awarded, its value in money, and the amount of Fees remitted to the Student holding it; stating also, in each case, whether or not the Student gaining the Scholarship or Exhibition was a Matriculated Student of the Royal University.

URGENT, so far as relates to years 1882–3 and 1882–4.

VI. (1.) The number of Students who competed in each of the last five Academical years for the five entrance Scholarships in Literature (£24 each for one year), and the number of such Scholarships awarded.

(2.) The number of Students who competed in each of the last five Academical years for the five entrance Scholarships in Science (£24 each for one year), and the number of such Scholarships awarded.

(3.) The number of Students who competed in each of the last five Academical years for the five Scholarships of the second year in Literature (£24 each for two years), and the number of such Scholarships awarded.

(4.) The number of Students who competed in each of the last five Academical years for the five Scholarships of the second year in Science (£24 each for two years), and the number of such Scholarships awarded.

(5.) The number of Students who competed in each of the last five Academical years for the seven Senior Scholarships (£40 each for one year), and the number of such Scholarships awarded.

URGENT.

VII. The number of Students who entered the College in each of the Academical years 1882–3 and 1883–4, stating how many of these Students, in each year, passed the Matriculation Examination of the Royal University, how many are not Matriculated Students of any University, and how many are not Matriculated Students of the College.

VIII. (1.) Number of Students who entered the College in each of the five Academical years previous to 1882–3, classified according to Faculties, and distinguishing Matriculated from Non-matriculated Students.

(2.) Number of Students who attended the College in each of the five Academical years previous to 1882–3, classified according to Faculties, and distinguishing Matriculated from Non-matriculated Students.

IX. List of the Students of the College who passed any Examination of the Royal University, showing the Examinations passed by each Student, with the Degrees, Diplomas, Prizes, &c., awarded by the Royal University in 1882 and 1883 respectively, distinguishing those Students who are now studying for a further Examination in the Royal University, and the Examination for which each is reading.

X. Tables for the five years preceding the Academic Year, 1882–83, of the Students of the College who passed Examinations in the Queen's University, with the Degrees, Diplomas, Prizes, &c., awarded.

XI. (1.) Number of Students in each Faculty who are now preparing for an Examination of the Royal University.

(2.) Number of Students in each Faculty who are not preparing for an Examination of the Royal University.

URGENT.

XII. If any title such as "Associate" is conferred upon Students by the authorities of the College; when the regulations in reference to such title came into force; and how many Students have it conferred upon them—indicating whether such Students have taken any University Degree.

XIII. Table of Fees payable by the Students in the several Faculties.

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No. 2.

QUEEN'S COLLEGE, BELFAST.

Returns in Answer to Queries submitted by the Queen's Colleges (Ireland) Commission.

List of the Matriculated Students of the Royal University on the Roll of Queen's College, Belfast, in the current Session, 1883–4, specifying in the case of each Student the last Examination in Arts, Medicine, Law, and Engineering he has passed in the Royal University or the late Queen's University, and also the number of Classes in College he has attended in this Session

N.B.—The entries under the heading of Classes attended are not to be understood as indicating that the Student has attended the Classes (some of which are not yet concluded) with such regularity as to be entitled to a Certificate.

The headings Arts 4, Arts 3, Arts 2, Arts 1, refer to the headings under which the Students are entered in the College Register.
Arts 1, Arts 2, Arts 3, denote Students attending in the main 1st year, 2nd year, and 3rd year classes respectively. Arts 4 denotes Students who have already attended three years in College.
R denotes that the examination referred to was passed in the Royal University
Q denotes that the equivalent examination was passed in the Queen's University. Accordingly Students who have passed the 1st examination in Arts of the Queen's University held at the end of the Second year of the University course are entered under Second Examination in Arts.
And Students who matriculated in the Queen's University and completed the First year of the Arts curriculum in one of the Queen's Colleges, are entered under First University Examination, such Students being exempted by Statute from passing the First University Examination of the Royal University.

ARTS 4.

Names.	M.A.	B.A.	Second Examination in Arts	First University Examination.	Matriculation.	Classes attended.	Observations.
Boyd, R. W., B.A.	—	—	R	—	—	2	
Campbell, John, B.A.	—	R	—	—	—	2	
Campbell, J. E., B.A.	—	R	—	—	—	1	
Darbishire, H. D., B.A.	—	R	—	—	—	4	
Foy, A. R., M.A.	Q	—	—	—	—	1	
Fulton, T. C., M.A.	R	—	—	—	—		
Galley, John, B.A.	—	R	—	—	—	1	
Irwin, James,	—	—	Q	—	—	1	
*Louden, James, B.A.	—	R	—	—	—	—	
M'Anlis, Thomas,	—	—	R	—	—	1	
M'Granahan, J., B.A.	—	R	—	—	—	1	
M'Vicker, A. S., B.A.	—	R	—	—	—	1	
Matthews, Samuel,	—	—	Q	—	—	1	
*Russell, W. A.,	—	—	R	—	—	—	
Semple, Samuel, B.A.	R	—	—	—	—	1	
Sloan, Isaac,	—	—	Q	—	—	2	
Stewart, W. S.	—	—	Q	—	—	1	
White, William, M.A.	Q	—	—	—	—	2	

ARTS 3.

Armstrong, J. B.	—	—	R	—	—	6	
Atkinson, T. W.	—	—	—	Q	—	4	
Blackwood, J. K.	—	—	R	—	—	3	
Boyd, Andrew,	—	—	R	—	—	2	
Boyle, D. J.	—	—	R	—	—	4	
Brown, R. K.	—	—	R	—	—	4	
Carson, R. H.	—	—	—	Q	—	4	
Chambers, James,	—	—	—	R	—	3	
Chancellor, William,	—	—	R	—	—	3	

* These Students entered for a Class, but did not subsequently attend.

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ARTS 3.—*continued.*

Names.	M.A.	B.A.	Second Examination in Arts.	First University Examination.	Matriculation.	Classes attended.	Observations.
Chisholm, John,	—	—	R	—	—	3	
Clarke, W. R.	—	—	R	—	—	4	
Craig, D. H.	—	—	—	Q	—	1	
Crothers, Alexander,	—	—	R	—	—	3	
Davey, Charles,	—	—	R	—	—	3	
Donald, R. J. F.	—	—	R	—	—	3	
Duncan, George,	—	—	R	—	—	3	
Duncan, William,	—	—	R	—	—	4	
Dunlop, Joseph,	—	—	R	—	—	3	
Evans, I. R.	—	—	R	—	—	3	
FitzHenry, W. A.	—	—	R	—	—	3	
Glass, Thomas,	—	—	R	—	—	4	
Gordon, D. J.	—	—	—	Q	—	3	
Gorman, W. T.	—	—	R	—	—	3	
Henderson, Robert,	—	—	R	—	—	3	
Holmes, F. D.	—	—	R	—	—	4	
Johnston, Walter,	—	—	R	—	—	3	
Johnston, William,	—	—	R	—	—	3	
Kirkpatrick, Matthew,	—	—	—	Q	—	3	
Knox, D. B.	—	—	—	Q	—	3	
Knox, H. M.	—	—	—	Q	—	3	
Lennox, M. E. M.	—	—	R	—	—	3	
Little, W. J. B.	—	—	R	—	—	5	
M'Cammon, John,	—	—	R	—	—	4	
M'Cammon, Robert,	—	—	R	—	—	4	
Magill, William,	—	—	—	Q	—	3	
Michael, William,	—	—	—	—	Q	3	
Montgomery, Robert,	—	—	R	—	—	3	
Moore, J. W.	—	—	R	—	—	3	
Murphy, G. B.	—	—	R	—	—	3	
Parke, Robert,	—	—	R	—	—	1	
Patterson, John,	—	—	—	Q	—	3	
Potts, J. T.	—	—	R	—	—	3	
Rea, J. C.	—	—	R	—	—	3	
Simpson, J. M.	—	—	R	—	—	3	
Steele, W. C.	—	—	R	—	—	3	
Stewart, John,	—	—	R	—	—	3	
Strahan, W. G.	—	—	R	—	—	4	
Turnbull, M. H.	—	—	R	—	—	4	
Millin, Samuel,	—	—	—	R	—	1	

ARTS 2.

Atkinson, H. L.	—	—	—	Q	—	5	
Beatty, B. M.	—	—	—	R	—	6	
Browne, T. R.	—	—	—	R	—	1	
Cromie, R. S.	—	—	—	R	—	3	
Cummins, David,	—	—	—	R	—	5	
Dill, A. H.	—	—	—	Q	—	4	
Fraser, R. M.	—	—	—	R	—	4	
Gibson, John,	—	—	—	R	—	5	
Gibson, T. H.	—	—	—	R	—	5	

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ARTS 2.—*continued.*

Names.	M.A.	B.A.	Second Examination in Arts.	First University Examination.	Matriculation.	Classes attended.	Observations.
Greer, W. J.	—	—	—	R	—	5	
Hamill, R. H.	—	—	—	Q	—	4	
Hanson, D. H.	—	—	—	R	—	5	
Jamison, Daniel,	—	—	—	R	—	5	
Jamison, E. F.	—	—	—	R	—	5	
Johnson, W. S.	—	—	—	—	R	5	
Kennedy, G. A.	—	—	—	R	—	4	
Killen, S. M'C.	—	—	—	—	R	4	
Killen, T. S.	—	—	—	R	—	4	
Larmer, J. S. B.	—	—	—	R	—	5	
M'Conachie, James,	—	—	—	—	R	4	
M'Connell, James,	—	—	—	—	R	5	
MacMillan, William,	—	—	—	Q	—	5	
M'Millan, T. W.	—	—	—	R	—	4	
M'Neill, Robert,	—	—	—	R	—	5	
M'Vicker, C. G.	—	—	—	R	—	5	
Megaw, Robert,	—	—	—	R	—	4	
Orr, W. M'F.	—	—	—	R	—	5	
Patterson, J. R.	—	—	—	Q	—	4	
Perry, H. W.	—	—	—	R	—	4	
Priestley, James,	—	—	—	R	—	5	
Radcliffe, W. C.	—	—	—	—	R	5	
Raphael, W. B.	—	—	—	R	—	4	
Rea, Martin,	—	—	—	R	—	5	
Russell, William,	—	—	—	R	—	4	
Stewart, J. A. S.	—	—	—	—	Q	4	
Stinson, Thomas,	—	—	—	R	—	4	
Vance, John,	—	—	—	R	—	4	
Walker, J. J.	—	—	—	R	—	4	
Wylie, S. R.	—	—	—	—	Q	4	
Ladies.							
Anderson, A. M.	—	—	—	R	—	2	
Anderson, Bessie,	—	—	—	R	—	1	
Coburn, Sara,	—	—	—	R	—	5	
Haslett, A. W.	—	—	—	R	—	4	
Lynn, M. K.	—	—	—	R	—	2	

ARTS 1.

Alexander, James,	—	—	—	—	R	5	
Alexander, J. J.	—	—	—	—	R	5	
Anderson, Robert,	—	—	—	—	R	5	
Andrews, W. G.	—	—	—	—	R	2	
Archer, Samuel,	—	—	—	—	R	5	
Arnold, W. J. J.	—	—	—	—	R	6	
Barkley, Thomas,	—	—	—	—	R	5	
Bennett, John,	—	—	—	—	R	4	
Bennett, S. J.	—	—	—	—	R	5	
Brand, W. T.	—	—	—	—	R	3	
Brett, A. E.	—	—	—	—	R	5	
Brown, G. W.	—	—	—	—	R	6	

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ARTS 1—*continued.*

Names.	M.A.	B.A.	Second Examination in Arts.	First University Examination.	Matriculation.	Classes attended.	Observations.
Browne, J. A.	—	—	—	—	R	5	
Churchill, James,	—	—	—	—	R	4	
Clarke, Henry,	—	—	—	—	R	5	
Clugston, W. S.	—	—	—	—	R	5	
Connor, J. C.	—	—	—	—	R	4	
Dick, J. S.	—	—	—	—	R	5	
Dinsmore, G. J.	—	—	—	—	R	6	
Duff, William.	—	—	—	—	R	5	
Dunn, William,	—	—	—	—	R	6	
Entrican, S. W.	—	—	—	—	R	5	
Erskine, A. M'C.	—	—	—	—	R	4	
Gibson, George,	—	—	—	—	R	5	
Gillespie, J. H.	—	—	—	—	R	4	
Graham, John,	—	—	—	—	R	3	
Hamilton, James,	—	—	—	—	R	5	
Keaney, J. E.	—	—	—	—	R	2	
Henderson, William,	—	—	—	—	R	6	
Keney, Thomas,	—	—	—	—	R	5	
Henry, Moses,	—	—	—	—	R	5	
Hogg, J. S.	—	—	—	—	R	5	
Hunter, William,	—	—	—	—	R	6	
Irwin, Stuart,	—	—	—	—	R	5	
Irwin, William,	—	—	—	—	R	5	
Jamieson, Joseph,	—	—	—	—	R	3	
Johnston, W. J.	—	—	—	—	R	4	
Keightley, F. R.	—	—	—	—	R	5	
Kirk, James,	—	—	—	—	R	4	
Lindsay, Samuel,	—	—	—	—	R	5	
Loughridge, J. C.	—	—	—	—	R	4	
Lynass, James,	—	—	—	—	R	2	
M'Bride, Henry,	—	—	—	—	R	3	
M'Connell, James,	—	—	—	—	R	5	
M'Connell, N. O.	—	—	—	—	R	5	
M'Donnell, A. J. P.	—	—	—	—	R	5	
M'Dowell, Samuel,	—	—	—	—	R	5	
M'Kee, Francis,	—	—	—	—	R	5	
Mackintosh, T. C. G.	—	—	—	—	R	5	
M'Kisack, A. J.	—	—	—	—	R	5	
M'Kittrick, J. G.	—	—	—	—	R	5	
M'Lisk, John,	—	—	—	—	R	5	
Martin, David,	—	—	—	—	R	4	
Martin, J. S.	—	—	—	—	R	4	
Meek, Samuel,	—	—	—	—	R	5	
Miskimmin, J. A.	—	—	—	—	R	5	
Mitchell, A. B.	—	—	—	—	R	5	
Morrow, J. S.	—	—	—	—	R	5	
Morton, Hamilton,	—	—	—	—	R	5	
Munn, R. J.	—	—	—	—	R	4	
Mussen, William,	—	—	—	—	R	5	
Primrose, W. A.	—	—	—	—	R	5	
Rea, Samuel,	—	—	—	—	R	5	
Reid, D. M'J.	—	—	—	—	R	5	

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ARTS 1—*continued.*

Names.	M.A.	B.A.	Second Examination in Arts.	First University Examination.	Matriculation.	Classes attended.	Observations.
Rusk, John,	—	—	—	—	R	4	
Scott, John,	—	—	—	—	R	3	
Shaw, G. B.	—	—	—	—	R	5	
Sloan, Alexander,	—	—	—	—	R	3	
Steen, D. M.	—	—	—	—	R	6	
Stronge, J. E.	—	—	—	—	R	2	
Stuart, R. F.	—	—	—	—	R	3	
Taylor, James,	—	—	—	—	R	5	
Thompson, J. A.	—	—	—	—	R	3	
Wasson, Samuel,	—	—	—	—	R	5	
Wheeler, G. H.	—	—	—	—	R	4	
Wheeler, Louis,	—	—	—	—	R	7	
Whiteside, James,	—	—	—	—	R	3	
Withers, S. H.	—	—	—	—	R	3	
Woodside, J. H.	—	—	—	—	R	4	
Workman, R. R.	—	—	—	—	R	3	

Nine Students in Arts 1 are attending, in addition to the Arts Classes, Zoology and Botany Subjects included in the Curriculum for the past Medical Examination of the Royal University; 1 in the same list is attending Chemistry.

MEDICINE.

Names.	M.D.	M.B.	Second Examination in Medicine.	First Examination in Medicine.	First University Examination.	Matriculation.*	Classes attended.	Observations.
Alexander, Samuel,	—	—	R	—	—	—	4	
Allen, Andrew,	—	—	—	—	—	R	3	
Allen, T. C.	—	—	—	—	—	R	1	
Annesley, J. F. St. J.	—	—	—	R	—	—	4	
Bailey, W. F.	—	—	R	—	—	—	1	
Ballie, H. W.	—	—	—	—	—	Q	4	
Barber, J. W.	—	—	—	—	—	Q	3	
Barrett, J. A.	—	—	—	—	—	R	3	
Barron, John,	—	—	R	—	—	—	4	
Bell, Henry,	—	—	—	—	—	Q	1	
Bell, J. J.	—	—	—	—	—	Q	2	
Blackwood, Arthur,	—	—	R	—	—	—	3	
Blakely, W. R.	—	—	—	—	—	R	4	
Boyd, J. St. C.	—	—	—	Q	—	—	2	
Brenté, Alexander,	—	—	—	—	—	R	3	
Browne, George,	—	—	—	R	—	—	1	
Bryans, Robert,	—	—	—	—	—	R	3	
Buchanan, Andrew, M.A.	—	—	R	—	—	—	3	M.A., Q.
Buchanan, James,	—	—	—	—	R	—	6	
Burden, Henry,	—	—	—	—	—	R	1	
Burgess, Andrew,	—	—	—	—	—	—	4	1st Examination Arts, C.
Burgess, John,	—	—	—	—	—	Q	3	
Burrows, A. C.	—	—	—	—	—	R	5	
Caldwell, James,	—	—	—	R	—	—	4	

* See Appendix III. B., No. 12, post

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MEDICINE—*continued.*

Names.	M.D.	M.B.	Second Examination in Medicine.	First Examination in Medicine.	First University Examination.	Matriculation.	Classes attended.	Observations.
Caldwell, Matthew,	—	—	—	R	—	—	3	
Caldwell, J. W. S. M'C.	—	—	—	—	R	—	3	
Cameron, Alexander, M.A.	—	—	—	—	—	—	1	M.A., Q.
Cameron, W. J.	—	—	—	—	—	Q	3	
Campbell, E. M'C.	—	—	—	—	—	R	4	
Carlisle, S. R.	—	—	—	R	—	—	5	
Carlisle, W. H.	—	—	—	R	—	—	2	
Chancellor, E. J.	—	—	R	—	—	—	3	
Chapman, J. W.	—	—	R	—	—	—	5	
Clarke, George,	—	—	R	—	—	—	2	
Close, J. K.	—	—	R	—	—	—	5	
Cluff, J. S.	—	—	—	—	—	—	4	2nd Examination Arts, R.
Cooke, H. C.	—	—	—	—	Q	—	1	
Corry, Alexander,	—	—	R	—	—	—	4	
Craig, G. P.	—	—	—	—	—	Q	5	
Cree, Joseph,	—	—	R	—	—	—	5	
Crofton, E. R.	—	—	—	R	—	—	4	
Crofton, P. R.	—	—	—	—	—	Q	5	
Croker, W. R.	—	—	—	—	—	Q	1	
Dawson, W. J.	—	—	—	R	—	—	3	
Dickey, H. J.	—	—	—	—	R	—	5	
Dodds, Robert, M.A.	—	—	—	R	—	—	1	M.A., Q.
Donaldson, T. C.	—	—	—	R	—	—	4	
Downer, J. M. J.	—	—	—	—	—	R	4	
Dudgeon, Robert,	—	—	—	—	—	R	4	
Duff, W. W.	—	—	—	R	—	—	5	
Dunlop, C. W. J.	—	—	—	—	—	Q	5	
Dunlop, S. H.	—	—	R	—	—	—	4	
Dunn, John,	—	—	—	—	—	Q	1	
Ekin, William,	—	—	—	—	R	—	4	
Elliott, George,	—	—	—	R	—	—	5	
Elliott, W. M.	—	—	—	—	R	—	4	
English, Robert,	—	—	R	—	—	—	2	
Entrican, James,	—	—	—	R	R	—	6	
Erskine, R. J.	—	—	—	R	—	—	4	
Erskine, Thomas,	—	—	—	—	—	—	2	1st Examination Arts, Q.
Esler, A. W.	—	—	—	R	—	—	4	
Ferguson, J. C.	—	—	R	—	—	—	5	
Ferguson, R. J.	—	—	—	R	—	—	3	
Fisher, T. W.	—	—	—	—	—	Q	7	
Forrester, O. V.	—	—	—	—	—	Q	5	
Forsyth, Robert,	—	—	—	—	R	—	5	
Gass, A. B., B.A.	—	—	—	R	—	—	2	B.A., R.
Gilmore, J. A.	—	—	—	—	—	Q	4	
Gilmour, John,	—	—	—	—	—	Q	2	
Girvan, W. J.	—	—	—	—	R	—	4	
Givsen, G. M.	—	—	—	—	—	Q	2	
Gordon, J. F., B.A.	—	—	R	—	—	—	1	B.A., Q.
Gorman, Thomas,	—	—	—	—	R	—	2	
Graham, Alfred,	—	—	—	—	—	Q	3	
Graham, A. H.	—	—	—	—	—	R	3	
Graham, J. D.	—	—	—	Q	—	—	5	

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MEDICINE—*continued.*

Names.	M.D.	M.B.	Second Examination in Medicine.	First Examination in Medicine.	First University Examination.	Matriculation.	Classes attended.	Observations.
Graham, W. C.,	—	—	—	—	—	Q	2	
Grainger, Thomas,	—	—	R	—	—	—	4	
Gunn, R. D. S.,	—	—	—	R	—	—	3	
Hall, Robert,	—	—	—	—	—	Q	3	
Hamilton, D. H.,	—	—	—	—	—	R	2	
Hamilton, Thomas,	—	—	—	—	—	Q	4	
Hamilton, W. M.,	—	—	—	R	—	—	4	2nd Arts Examination, R.
Harbinson, J. W.,	—	—	—	Q	—	—	2	
Harcourt, R. E.,	—	—	—	—	—	R	3	
Harvey, J. T.,	—	—	—	Q	—	—	3	
Haslett, R. W.,	—	—	—	—	R	—	5	
Hawthorne, W. L.,	—	—	—	R	—	—	4	
Heather, J. E.,	—	—	R	—	—	—	2	
Henderson, Alexander,	—	—	—	R	—	—	2	
Hill, Robert,	—	—	—	—	—	Q	1	
Hogg, T. S., B.A.,	—	—	—	R	—	—	4	B.A., R.
Hunter, James,	—	—	—	—	—	Q	3	
Hurson, John,	—	—	R	—	—	—	1	
Jamison, H. G.,	—	—	—	—	—	—	3	1st Examination Arts, Q.
Jamison, J. P. R.,	—	—	R	—	—	—	1	
Jamison, William,	—	—	—	R	—	—	2	
Johnston, C. J.,	—	—	R	—	—	—	1	
Johnston, James,	—	—	R	—	—	—	4	
Jones, W. R.,	—	—	—	R	—	—	3	
Jordan, Adam,	—	—	—	—	—	Q	3	
Keogh, T. J.,	—	—	—	—	—	Q	2	
Kerr, A. W.,	—	—	R	—	—	—	1	
Killen, W. M.,	—	—	—	—	—	—	4	2nd Examination Arts, R.
Kirk, William,	—	—	R	—	—	—	3	
Knox, John,	—	—	—	—	—	Q	2	
Ledgerwood, J. S.,	—	—	—	—	—	Q	4	
Leslie, R. W.,	—	—	—	R	—	—	4	
Lewers, Hugh,	—	—	R	—	—	—	3	
Lewis, W. M.,	—	—	R	—	—	—	1	
Lightburne, E. A.,	—	—	—	R	—	—	2	
Livingston, J. L.,	—	—	—	R	—	—	4	
Lockhart, John,	—	—	—	R	—	—	3	
Logan, H. A.,	—	—	R	—	—	—	4	
Love, Gilbert,	—	—	—	—	—	Q	4	
Love, Robert,	—	—	—	—	—	Q	2	
Lusk, Thomas,	—	—	—	R	—	—	3	
Lyons, Robert,	—	—	—	—	R	—	4	
Lyttle, J. S.,	—	—	R	—	—	—	4	
Lyttle, Lyncs,	—	—	R	—	—	—	4	
M'Arthur, J. T.,	—	—	—	—	—	Q	3	
M'Bride, Neal,	—	—	R	—	—	—	3	
M'Cullagh, R. C., A.B.,	—	—	—	—	—	—	2	B.A., R.
M'Dade, W. J.,	—	—	—	—	—	R	3	
Macdonald, J. A.,	—	—	—	R	—	—	1	
M'Donnell, N. J.,	—	—	R	—	—	—	4	
M'Dowell, Joseph,	—	—	—	Q	—	—	1	
M'Elroy, Samuel,	—	—	—	—	—	Q	2	

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MEDICINE—*continued.*

Names.	M.D.	M.B.	Second Examination in Medicine.	First Examination in Medicine.	First University Examination.	Matriculation.	Classes attended.	Observations.
M'Ivor, S. J.,	—	—	—	R	—	—	3	
M'Kee, David,	—	—	—	R	—	—	6	
M'Kinney, D. J.,	—	—	R	—	—	—	5	
MacKinack, H. L.,	—	—	—	—	—	R	1	
M'Knight, Joseph,	—	—	—	R	—	—	1	
Macky, James,	—	—	—	R	—	—	6	
M'Laughlin, Francis,	—	—	—	—	—	—	2	1st Examination Arts, Q.
MacLaughlin, James,	—	—	—	—	—	Q	2	
M'Master, James,	—	—	R	—	—	—	4	
M'Mordie, James,	—	—	—	R	—	—	4	
M'Naghton, Samuel,	—	—	—	—	R	—	4	
M'Quitty, W. B.,	—	—	R	—	—	—	7	2nd Examination Arts, R.
Mark, David,	—	—	—	R	—	—	4	
Marr, Robert,	—	—	—	—	—	Q	2	
Martin, J. H.,	—	—	—	R	—	—	3	
Menary, John,	—	—	R	—	—	—	5	
Milligan, O. J.,	—	—	—	R	—	—	5	
Mockler, J. C.,	—	—	—	R	—	—	2	
Moore, R. L.,	—	—	—	—	—	R	5	
Moore, Samuel,	—	—	R	—	—	—	5	
Morgan, C. W.,	—	—	—	R	R	—	4	
Morrison, Alexander T.,	—	—	—	—	R	—	3	
Morwood, James,	—	—	R	—	—	—	4	
Mulholland, C., B.A.,	—	—	N	—	—	—	1	
Mulholland, T. J.,	—	—	—	R	N	—	5	
Murdoch, W. H.,	—	—	—	R	—	—	4	
Murray, F. E., B.A.,	—	—	—	R	—	—	5	B.A., R. *
Musson, William,	—	—	—	R	R	—	5	
Napier, J. C.,	—	—	—	—	—	Q	1	
Nelson, Robert,	—	—	—	R	—	—	4	2nd Examination Arts, R.
Nesbitt, C. V. H.,	—	—	—	R	R	—	5	
Nesbitt, James,	—	—	R	—	—	—	2	
Nesbitt, R. A.,	—	—	—	—	—	Q	3	
O'Halloran, Matthew,	—	—	—	R	—	—	4	
Oliver, J. W.,	—	—	—	R	—	—	4	
O'Neill, Charles,	—	—	—	R	—	—	4	
*O Neill, Henry, M.D.,	Q	—	—	—	—	—	—	
Orr, W. R.,	—	—	R	—	—	—	5	
O'Toole, A. P.,	—	—	—	R	—	—	3	
Patterson, W. S. P.,	—	—	—	R	—	—	4	
Pettigrew, Robert,	—	—	R	—	—	—	2	
Pettigrew, J. F. J.,	—	—	—	—	—	Q	2	
Pooler, E. L.,	—	—	R	—	—	—	4	
Porter, F. B.,	—	—	—	Q	—	—	2	
Quayle, F. S. A.,	—	—	—	—	—	Q	5	
Redfern, J. J., M.A.,	—	—	—	R	—	—	4	M.A., Q.
Richardson, W. J.,	—	—	R	—	—	—	2	
Robinson, M. J.,	—	—	—	R	—	—	2	
Scott, John,	—	—	—	—	—	R	2	
Scott, W. R.,	—	—	R	—	—	—	6	
Shaw, C. E., B.A.,	—	—	—	—	—	—	4	B.A., R.
Shaw, J. T.,	—	—	R	—	—	—	4	

* Entered for a Class, but did not subsequently attend.

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MEDICINE—*continued.*

Names.	M.D.	M.B.	Second Examination in Medicine.	First Examination in Medicine.	First University Examination.	Matriculation.	Classes attended.	Observations.
Shaw, William,	—	—	—	—	—	Q	4	
Simms, J. J.	—	—	—	R	—	—	4	
Sloane, T. I.	—	—	—	—	R	—	5	
Sloane, W. C. N.	—	—	—	R	—	—	5	
Smiley, D. C.	—	—	—	—	R	—	6	
Smyth, Joseph,	—	—	—	—	R	—	4	
Smyth, Norman,	—	—	—	Q	—	—	4	
Spiller, E. A.	—	—	R	—	—	—	1	
Sproule, R. H., B.A.	—	—	R	—	—	—	1	
Steen, W. C.	—	—	—	R	—	—	5	
Stevenson, A. K., B.A.	—	—	—	Q	—	—	2	B.A.,Q.
Stewart, John,	—	—	—	—	—	Q	2	
Strahan, T. M., B.A.	—	—	—	—	—	—	4	B.A.,B.
Stranaghan, Hugh,	—	—	—	—	R	—	4	
Tate, G. S.	—	—	Q	—	—	—	1	
Tate, James, M.A.	—	—	—	—	—	—	1	M.A.,Q.
Thompson, A. S.	—	—	R	—	—	—	5	
Thompson, R. S.	—	—	—	Q	—	—	2	
Thomson, A. E.	—	—	—	R	—	—	4	
Thomson, G. S.	—	—	—	R	R	—	5	
Thomson, Robert, M.A.	—	—	—	—	—	—	1	M.A.,Q.
Thomson, Robert,	—	—	—	—	R	—	5	
Tomb, James,	—	—	—	R	—	—	4	
Tweedie, D. H.	—	—	—	—	—	R	2	
Tweedie, F. K.	—	—	—	R	R	—	5	
Usher, William,	—	—	—	Q	—	—	3	
Vance, George,	—	—	R	—	—	—	5	
Wales, W. E.	—	—	—	R	—	—	5	
Walker, G. H.	—	—	—	—	—	Q	2	
Wallace, Samuel,	—	—	R	—	—	—	1	
Watterson, W. F.	—	—	—	—	—	R	2	
Weatherup, William,	—	—	—	R	—	—	4	
Whitaford, J. M.	—	—	—	R	—	—	4	
Williamson, E. A.	—	—	—	—	—	Q	3	
Willis, R. J.	—	—	—	—	—	Q	3	
Willis, William,	—	—	—	—	—	Q	3	
Wilson, Andrew,	—	—	—	—	—	R	3	
Wilson, J. W.	—	—	—	R	—	—	3	
Wilson, Samuel,	—	—	Q	—	—	—	1	
Woods, E. M.	—	—	—	R	R	—	4	
*Woods, F. J.	—	—	—	—	—	Q	2	
Young, G. R.	—	—	R	—	—	—	6	
Boyd, W. K.	—	—	—	Q	—	—		
Burrows, J. R., B.A.	—	—	R	—	—	—	2	B.A.,B.
Campbell, D. C.	—	—	—	R	—	—		
Collier, S. R.	—	—	R	—	—	—	1	
Davison, J. R., B.A.	—	—	R	—	—	—	1	
Fitzsimmons, J. C.	—	—	—	Q	—	—	1	
M'Nair, Samuel,	—	—	—	R	—	—	2	

* Matriculated in Q.C.B., ad eundem from T.C.D., October, 1831.

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MEDICINE—*continued.*

Names.	M.D.	M.B.	Second Examination in Medicine.	First Examination in Medicine.	First University Examination.	Matriculation.	Classes attended.	Observations.
M'Whn, W. B. R.	—	—	R	—	—	—	1	
Martin, D. C., M.A.	—	—	R	—	—	—	1	M.A., Q.
Reid, T. W.	—	—	—	—	—	Q	2	
Wheeler, W. A., B.A.	—	—	—	—	—	Q	1	B.A., T.C.D.
Orr, James,	—	—	—	R	—	—	1	
Williamson, T. D.	—	—	R	—	—	—	2	

LAW.

Names.	LL.B.	B.A.	Second Examination in Arts.	First University Examination.	Matriculation.	Classes attended.	Observations.
3.							
Watts, W. N., LL.B.	R	—	—	—	—	1	
2.							
M'Kee, John,	—	—	—	—	R	2	
1.							
*Carr, Joseph,	—	—	—	—	R	—	
Eccles, William,	—	—	R	—	—	2	
Ervin, R. J.	—	—	—	—	Q	2	
Forbes, John, B.A.	—	R	—	—	—	2	
Henry, G. H., B.A.	—	R	—	—	—	2	
Horner, A. L., B.A.	—	R	—	—	—	2	
Macaulay, Samuel, B.A.	—	R	—	—	—	2	
Main, W. H.	—	—	—	—	R	2	
*Moorhead, J. R., B.A.	—	Q	—	—	—	—	
Strahan, G. W.	—	—	Q	—	—	2	

ENGINEERING.

Names.	Second Examination in Engineering.	First Examination in Engineering.	First University Examination.	Matriculation.	Classes attended.	Observations.
3.						
Lyons, J. M. C.	R	—	—	—	3	
2.						
Burden, A. M.	—	R	R	—	8	
Heron, James,	—	R	R	—	7	
Tate, C. L.	—	R	—	—	6	
1.						
Anderson, J. T. N.	—	—	—	R	2	
Johnson, S. S.	—	—	—	R	2	
Praeger, R. L.	—	—	R	—	4	

* These Students entered for Classes, but did not subsequently attend.

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List of Students on the Roll of Queen's College, Belfast, in the Session 1883–4, who were not Matriculated Students of the Royal University, together with the number of classes each Student attended during the Session.

In Arts.

	Number of Classes attended.		Number of Classes attended.
Everett, Alice,	3	Rose, E. F. K.,	2
Gumley, J. R.,	4	Rowan, W. H.,	6
Harbison, Alexander,	5	Workman, John,	1
Larkin, John,	5		

In Medicine.

Carr, Henry,	2	Kenny, J. M. S.,	3
Davidson, Andrew,	2	Leitch, W. J.,	2
Dinsmore, John,	2	Patterson, T. C.,	3
Downer, T. S.,	2	Todd, D. F.,	3
Giffen, J. T. M.,	2	Waring, G. A.,	3
Henderson, Daniel,	5	Watson, Johnston,	3
Hillyard, W. H.,	3	Wylie, Robert,	3
Hunter, A. H.,	–		

In Law.

Bigger, F. J.,	2	M'Neill, Robert,	2
Johns, A. D.,	2	Porter, A. F.,	2
Love, J. A.,	2	Wallace, T. B.,	2
M'Ferran, J. L.,	2	Wright, A. F.,	2

In Engineering.

Shannon, W. J., 3

V. (1.) The names of all the Students of the College who have gained a Scholarship in the Royal University, distinguishing those now reading in the College.

Name.	Subject.	Date.	Reading in College.
W. M'F. Orr,	Mathematics,	1882,	Yes.
J. J. Alexander,	,,	1883,	,,
W. S. Johnson,	Classics,	,,	,,

V. (2.) The names of all the Students of the College who have gained an Exhibition in the Royal University, distinguishing those now reading in College, and specifying, in the case of each Student, how many Exhibitions he gained, what each Exhibition was worth, and at what Examination it was awarded.

Names.	Class.	Examination.	Date.	Value.	Reading in College.
				£	
R. W. Barnett,	Second,	Matriculation,	1881,	12	No.
W. T. Gorman,	,,	,,	,,	12	Yes.
Do.,	,,	1st University,	1882,	18	,,
William Johnston,	,,	Matriculation,	1881,	12	,,
Robert M'Neill,	,,	,,	1882,	12	,,
Do.,	First,	1st University,	1883,	88	,,
Annie W Haslett,	Second,	Matriculation,	1882,	12*	,,
E. S Cromie,	,,	,,	,,	12*	,,
Do.,	,,	1st University,	1883,	18	,,
T. W. M'Mullan,	,,	Matriculation,	1882,	12*	,,
D. C. Smiley,	,,	,,	,,	12*	,,
W. M'F. Orr,	,,	,,	,,	12*	,,
Do.,	First	1st University,	1883,	30	,,
A. T. Keane,	Second,	,,	1882,	18	No.
W. A. Russell,	First,	2nd Arts,	,,	40	,,
H. D. Darbishire,	Second,	,,	,,	28	Yes.

* In the cases thus marked the Examinations at which the Exhibitions were obtained were prior to the entry of the Student into the College.

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V. (2).—The names of all the Students of the College who have gained an Exhibition in the Royal University, distinguishing those now reading in College, and specifying, in the case of each Student, how many Exhibitions he gained, what each Exhibition was worth, and at what Examination it was awarded—*continued.*

Names.	Class.	Examination.	Date.	Value.	Reading in College.
				£	
James Hunter,	Second,	2nd Arts,	1882,	20	No.
J. E. Campbell,	"	"	"	20	Yes.
John Johnston,	First,	B.A.,	"	85	No.
R. M. Jones,	"	"	"	50	"
J. W. M'Vicker,	"	"	"	50	"
Thomas Grainger,	Second,	2nd Medical,	"	20	Yes.
W. S. Johnson,	First,	Matriculation,	1882,	24	"
G. H. Wheeler,	"	"	"	24*	"
G. W. Brown,	"	"	"	24*	"
A. J. F. M'Donnell,	Second,	"	"	12*	"
A. J. M'Kisack,	"	"	"	12*	"
William Irwin,	"	"	"	12*	"
Alice M. Anderson,	"	1st University,	"	15	"
M. E. M. Lennox,	First,	2nd Arts,	"	40	"
R. J. F. Donald,	Second,	"	"	20	"
John E. Campbell,	First,	B.A.,	"	50	"
Herbert D. Darbishire,	"	"	"	50	"
James Hunter,	"	"	"	50	No.
James Louden,	"	"	"	50	Yes.
John Campbell,	Second,	"	"	25	"
A. M. Barden,	First,	1st Engineering,	"	30	"
James Heron,	Second,	"	"	15	"
J. J. Pollock,	"	B.E.,	"	25	No.
W. R. M'Quitty,	First,	2nd Medical,	"	40	Yes.
Andrew Buchanan,	Second,		"	20	"

The following Students of the College appear on the lists of those who were qualified by their answering to obtain Exhibitions, but were disqualified by age or otherwise.

Thomas Harrison,	First,	B.A.,	1882,	—	No.
James Chambers,	"	2nd Medical,	"	—	"
J. C. Rea,	Second,	2nd Arts,	1882,	—	Yes.
Joseph Chambers,	"	B.A.,	"	—	No.

* In the cases thus marked the Examinations at which the Exhibitions were obtained were prior to the entry of the Student into the College.

V. (3.) The names of all the Students who have attended Lectures in the College during the Session 1883–4, and who held during the same, Scholarships or Exhibitions of the College, specifying in each case the duration of each Scholarship or Exhibition, the date at which it was awarded, its value in money and the amount of Fees remitted to the Student holding it; stating also, in each case, whether or not the Student gaining the Scholarship or Exhibition was a Matriculated Student of the Royal University.

Name.	College Scholarship or Private Endowment Scholarship.	Years tenable.	Date of Award.	Annual Value.	Fees remitted.	Student Matriculated in Royal University.
				£		
J. C. Rea,	Private Endowment,	3	November, 1881	40	None,	Yes.
Do.,	College,	3	November, 1882	24	£1 10s.	"
William MacMillan,	Private Endowment,	3	do.,	40	None.	"
Do.,	College,	2	November, 1883	24	£5	"
R. J. F. Donald,	do.,	2	November, 1882	24	£1	"
Do.,	Private Endowment,	2	November, 1883	50	None,	"
M. E. M. Lennox,	College,	2	November, 1882	24	£1	"
W. R. Clarke,	do.,	2	do.,	24	£6	"

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V. (3.) The names of all Students who have attended Lectures in the College, &c.—*continued.*

Name	College Scholarship or Private Endowment Scholarship.	Years tenable.	Date of Award.	Annual Value.	Fees remitted.	Student Matriculated in Royal University.
				£		
William Johnston,	College,	2	November, 1883	24	£3	Yes.
J. W. Moore,	do.,	2	do.,	24	£3	,,
F. D Holmes,	do.,	2	do.,	24	£3	,,
J. B. Armstrong,	do.,	2	do.,	24	£1 10s.	,,
W. C. Steele,	do.,	2	do.,	24	£1	,,
P. W. Atkinson,	do.,	2	do.,	24	£2	,,
H. D. Derbishire, B.A.,	do.,	1	do.,	40	None,	,,
A. S. M'Vicker, B.A.,	do.,	1	do.,	40	None,	,,
Thomas M'Aulis,	do.,	1	do.,	40	None,	,,
J. E. Campbell, B.A.,	do.,	1	do.,	40	None,	,,
James Louden, B.A.,	do.,	1	do.,	40	None,	,,
F. E. Murray, B.A.,	do.,	1	do.,	40	None,	,,
John Campbell, B.A.,	do.,	1	do.,	40	None,	,,
A. H. Dill,	do.,	2	do.,	24	£4	,,
R. M. Fraser,	do.,	2	do.,	24	£4	,,
W. S. Johnson,	do.,	2	do.,	24	£5	,,
Robert M'Neill,	do.,	2	do.,	24	£5	,,
H. L. Atkinson,	do.,	2	do.,	24	£4	,,
E. S. Cromie,	do.,	2	do.,	24	£5	,,
J. B. S. Larmor,	do.,	2	do.,	24	£4	,,
W. M'F. Orr,	do.,	2	do.,	24	£4	,,
James Priestley,	do.,	2	do.,	24	£4	,,
William Henderson,	do.,	1	do.,	24	£3	,,
A. J. P. M'Donnell,	do.,	1	do.,	24	£6	,,
W. H. Rowan,	do.,	1	do.,	24	£6	No.
D. M. Steen,	do.,	1	do.,	24	£6	Yes.
G. H. Wheeler,	do.,	1	do.,	24	£6	,,
J. J. Alexander,	do.,	1	do.,	24	£5	,,
William Dunn,	do.,	1	do.,	24	£6	,,
Samuel Meek,	do.,	1	do.,	24	£6	,,
Do.,	Private Endowment,	3	do.,	40	None,	,,
Hamilton Morton,	College,	1	do.,	24	£3	,,
John Scott,	do.,	1	do.,	24	£5	,,
N. J. M'Donnell,	do.,	1	do.,	22	None,	,,
James Morwood,	do.,	1	do.,	25	None,	,,
Andrew Buchanan, M.A.,	do.,	1	do.,	25	£3	,,
W. B. M'Quitty,	do.,	1	do.	25	£4	,,
R. M. Woods,	do.,	1	do.,	25	£2 10s.	,,
James Hanten,	do.,	1	do.,	25	£5	,,
J. M. C. Lyons,	do.,	1	do.,	20	£3	,,
A. M. Burden,	do.,	1	do.,	20	£3	,,
C. L. Tate,	do.,	1	do.,	20	£4	,,
J. T. N. Anderson,	do.,	1	do.,	22	£3	,,
W. J. Shannon,	do.,	1	do.,	20	£3	No.
J. J. Redfern, M.A.,	Private Endowment,	2	do.,	£45 this year £100 next	None.	Yes.
W. A. Wheeler, B.A.,	do.,	1 year and 3 months.	do.,	About £150 distributed over 18 months	None,	,,
William Irwin,	do.,	2	do.,	£25	None.	,,
W. N. Watts,	College,	1	December, 1883	20	£1	,,
D. S. Henry,	do.,	1	do.,	20	£2	No.
John Forbes,	do.,	1	do.,	20	£2	Yes.

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VI. (1.) The number of Students who competed in each of the last five Academical years for the five entrance Scholarships in Literature (£24 each for one year), and the number of such Scholarships awarded:—

	1878–80.	1880–81.	1881–82.	1882–83	1883–84.
Candidates,	6	15	14	16	13
Awarded,	5	5	5	5	5

(2.) The number of Students who competed in each of the last five Academical years for the five entrance Scholarships in Science (£24 each for one year), and the number of such Scholarships awarded:—

	1879–80.	1880–81.	1881–2.	1882–3.	1883–4.
Candidates,	7	9	8	11	8
Awarded,	5	5	5	5	5

(3.) The number of Students who competed in each of the last five Academical years for the five Scholarships of the Second year in Literature (£24 each for two years), and the number of such Scholarships awarded:—

	1879–80.	1880–81.	1881–2.	1882–3.	1883–4.
Candidates,	9	5	10	8	8
Awarded,	5	4	5	5	5

(4.) The number of Students who competed in each of the last five Academical years for the five Scholarships of the Second year in Science (£24 each for two years) and the number of such Scholarships awarded:—

	1879–80.	1880–81.	1881–2.	1882–3.	1883–4.
Candidates,	5	6	7	6	7
Awarded,	5	6	5	5	5

(5.) The number of Students who competed in each of the last five Academical years for the seven Senior Scholarships in Arts (£40 each for one year) and the number of such Scholarships awarded:—

	1878–80.	1880–81.	1881–2.	1882–3.	1883–4.
Candidates,	10	10	14	11	9
Awarded,	7	7	6	7	7

VII. The number of Students who entered the College in each of the Academical years 1882–3 and 1883–4, stating how many of these Students, in each year, passed the Matriculation Examination of the Royal University, how many are not Matriculated Students of any University, and how many are not Matriculated Students of the College.

	1882–3.		1883–4.	
Number of New Students entered,		130		132
Number of New Students who passed the Matriculation Examination of the Royal University,		83		97
Number of New Students who passed the Matriculation Examination of the Queen's University (and 1 from London University in 1882–3),		21		13
*Number of New Students not Matriculated in any University, viz.:				
Enrolled as Non-Matriculated,	23		16	
*Matriculated in Queen's College, Belfast, only,	3	26	6	22
		130		132

VIII. (1.) Number of Students who entered the College for the first time in each of the five Academical years previous to 1882–3, classified according to Faculties, and distinguishing Matriculated from Non-Matriculated Students:—

		Matriculated.	Non-Matriculated.	Total.
1877–78.	Arts,	45	5	50
	Medicine,	66	18	84
	Law,	2	4	6
	Engineering,	5	1	6
		118	28	146
1878–79.	Arts,	36	2	38
	Medicine,	77	26	103
	Law,	4	3	7
	Engineering,	8	2	10
		125	33	158
	Deduct Students attending in more than one Faculty,	2	1	3
		123	32	155
1879–80.	Arts,	47	1	48
	Medicine,	75	20	95
	Law,	1	2	3
	Engineering,	3	0	3
		126	23	149

* For details, see No. 8, post, p. 408.

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VIII. (1.) Number of Students who entered the College for the first time, &c.—*continued.*

		Matriculated.	Non-Matriculated.	Total.
1880–81.	Arts,	48	2	50
	Medicine,	76	15	91
	Law,	4	0	4
	Engineering,	6	0	6
		134	17	151
	Deduct Students attending in more than one Faculty,	–	1	1
		134	16	150
1881–82.	Arts,	76	1	77
	Medicine,	87	7	94
	Law,	3	7	10
	Engineering,	5	0	5
		171	15	186

(2.) Number of Students who attended the College in each of the five Academical years previous to 1882–3, classified according to Faculties, and distinguishing Matriculated from Non Matriculated Students.

		Matriculated.	Non-Matriculated.	Total.
1877–78.	Arts,	136	6	142
	Medicine,	246	31	276
	Law,	28	4	32
	Engineering,	11	1	12
		423	42	465
	Deduct Students attending in more than one Faculty,	2	0	2
		421	42	463
1878–79.	Arts,	133	4	137
	Medicine,	292	37	329
	Law,	25	6	29
	Engineering,	14	2	16
		464	48	512
	Deduct Students attending in more than one Faculty,	11	1	12
		453	47	500
1879–80.	Arts,	136	3	139
	Medicine,	301	31	332
	Law,	12	4	16
	Engineering,	12	1	13
		461	39	500
	Deduct Students attending in more than one Faculty,	5	1	6
		456	38	494
1880–81.	Arts,	144	4	148
	Medicine,	318	21	339
	Law,	16	1	20
	Engineering,	12	0	12
		493	26	519
	Deduct Students attending in more than one Faculty,	10	1	11
		483	25	508
1881–82.	Arts,	178	1	179
	Medicine,	340	18	357
	Law,	16	7	22
	Engineering,	11	0	11
		550	26	576
	Deduct Students attending in more than one Faculty,	9	0	9
		541	26	567

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IX. List of the Students of Queen's College, who passed any Examination of the Royal University subsequent to the Matriculation, showing the Examinations passed by each Student, with the Degrees, Diplomas, Prizes, &c., awarded by the Royal University in 1882, and 1883, respectively, distinguishing the Students now on the Roll of the College.

* Denotes a Student on the Roll of the College in the current Session, 1883–4.
† In the cases thus marked the Examinations passed, or Honours obtained, were prior to the entry of the Student into Queen's College, Belfast.

Degrees, Diplomas, Honours, &c., obtained by Students of Queen's College, Belfast, at the Examinations of the Royal University of Ireland in 1882.

FACULTY OF LAW.

The Degree of LL.D.

Wilson, James. | Smiley, William.

The Degree of LL.B.

First Class Honours.

Strahan, James A. | Corr, William R.

Second Class Honours.

Graham, Thomas S. | Keightley, Samuel R.

Pass.

Crawford, Alexander R.
Douglas, Thomas. | Macaulay, Peter.

Prizes.

Strahan, James A., £50. | Corr, William R., £25.

FACULTY OF MEDICINE.

M.D. Degree Examination.

Second Class Honours.

M'Murray, J.

Upper Pass Division.

Austin, J. J.
Bell, T. G.
Cromie, Thomas.
Heanen, Charles. | Lindsay, J. A.
Swan, S. A. L.
White, Daniel.

Lower Pass Division.

Cocke, James.
Gibson, William.
Graham, J. S.
Graham, William.
Hamilton, William R.
Hawthorne, A. W.
Henderson, S. D. | Henry, James.
Hunter, J. F.
Mathews, R. H.
Orr, J. Morrison.
Smith, R. Stafford.
Wilson, James.

M.Ch. Degree Examination.

Austin, J. J.
Bell, T. G.
Craig, James.
Cromie, Thomas.
Hamill, Samuel.
Hamilton, William R.
Hawthorne, A. W.
Heanen, Charles.
Henderson, S. D. | Henry, James.
Lindsay, J. Alexander.
Lithgow, J. M'G.
M'Connell, T. S.
M'Murray, J.
Mathews, R. K.
White, Daniel.
Wilson, James.
Young, J. V.

Examination for Diploma in Obstetrics.

Cromie, Thomas.
Gibson, William. | M'Murray, J.
Mathews, R. H.

Second Examinaton in Medicine.

Exhibitions.

First Class £40 each.

Chambers, James.

Second Class £20 each.

Grainger, Thomas. | Kearney, John.

First Class Honours.

Chambers, James.

Second Class Honours.

*Grainger, Thomas.
Kearney, John. | *Morwood, James.

Upper Pass Division.

Elliott, C. R.
*Ferguson, J. C.
*Heather, J. E.
*Lowers, Hugh. | Lynch, J. A.
*Lyttle, J. S.
McKay, J. B.

Lower Pass Division.

Carter, Robert A. J.
Cathcart, T. C. D. J.
*Clarke, George.
*Davison, J. R.
Gordon, G. R.
†Hayden, Charles.
Hunter, S. R.
*Johnston, S. J.
McAulay, M.
McDonnell, A.
McDonnell, N. J.
*McWha, W. B. R. | Main, David A.
*Martin, D. C.
Passmore, G. S.
*Petticrew, Robert
*Richardson, W. J.
Sinclair, F. C.
Sinclair, F. H.
*Sproule, R. H.
Taylor, H. J.
Woodside, J. T.
*Young, G. R.

First Examination in Medicine.

First Class Honours.

*Wilson, J. W. | Smyth, T. D.

Second Class Honours.

*McQuitty, W. B.

Upper Pass Division.

*Browne, George
*Chapman, J. W.
*Close, J. K.
*Collier, S. B.
*Dawson, W. J
*Entrican, James
*Ferguson, R. J.
Hall, J. Moore.
*†Livingstone, J. Lockhart. | *McPrior, Samuel J.
McRobert, John
*Macdonald, J. A.
*Mark, David.
*Menary, John.
*Moore, Samuel.
*Murdock, W. H.
*Oliver, John W.
*Orr, William R.

Lower Pass Division.

*Annesley, J. F. St. John.
Bell, Isaac.
Buchanan, Andrew.
Clarke, Hugh A.
*Crofton, Edward R.
*†Dodds, Robert.
*†Duff, W. W.
*Erskine, Robert.
*Esler, A. W.
*Gass, A. B.
*Gunn, R. D. B.
Hamilton, James.
*Jamison, William.
Kernahan, William.
*Lyttle, Lyness.
McCahan, Robert.
*McKinney, D. J. | *McKnight, Joseph.
*McMurdie, James.
McSherry, E. H.
*Macky, James.
*Martin, J. H.
Mathews, Samuel.
*Milligan, C. J.
*O'Halloran, Matthew.
*O'Neill, Charles.
*O'Toole, Arthur P.
*Redfern, T. J.
*Scott, W. R.
*†Simms, John J.
Stewart, William.
*Thompson, Andrew S.
*Tomb, James.
*Whiteford, T. M.

FACULTY OF ARTS.

M.A. Degree.

Pass.

Morrow, Henry W.
†Semple, Samuel. | Shaw, Wilfred W.

B.A. Degree.

Exhibitions.

First Class.—£50 each.

Harrison, Thomas.
Johnston, John. | Jones, Robert M.
M'Vicker, J. W.

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First Class Honours.

Harrison, Thomas.
Johnston, John
Jones, Robert M.
M'Vicker, John W.

Second Class Honours.

*Johnston, William.
MacCulloch, R. Campbell.
Mecke, David.
Munce, William J.

Pass.

Beatty, Robert A.
*Burrows, James R.
Entrican, John.
Finnegan, John.
Fleming, Lee M'K.
*Fulton, Thomas C.
*†Gailey, John.
*Henry, Geo. H.
*†M'Granahan, James.
M'Ilrath, John M.
Millar, Simpson.
Moody, John.
Murphy, Charles O'B.
Oliver, Hugh A.
Steele, David J.
Wallace, Samuel.
Watts, William N.
Weir, Arthur J.
Wilson, Alexander.

SECOND UNIVERSITY EXAMINATIONS IN ARTS.

Candidates who have passed the Examination.

Atkinson, Alexr.
*Boyd, Robert W.
*Campbell, John.
*Campbell, John E.
Carse, William.
*Cluff, James S.
Collier, George V.
*Darbishire, Herbert D.
Dickey, C. C. Martin.
Ferguson, Stanley.
*Forbes, John.
Gardiner, Joseph.
†Gillespie, Alex. P.
Gordon, Robert J.
*Horner, A. Long.
Hunter, James.
†Irvine, Hugh A.
Irvine, Robert M.
Kelly, Patrick J.
Killeen, M. Marcus.
Lawson, Francis.
*Louden, James.
*M'Anlis, Thomas.
*M'Vicker, Alexr. S.
Martin, Robert T.
Mitchell, Andrew.
*Murray, F. Erskine.
Nelson, Robert.
*Parke, Robert.
*Russell, Wm. A.
*Savage, James J. W.
*Shaw, Cecil E.
†Sloane, George.
Sloss, F. A.
*†Stewart, John.
Thomson, Samuel B.

HONOURS LISTS.

Honours in Latin.

First Class.

Gordon, R. J.
*Russell, W. A.
Hunter, J.
*Darbishire, H. D.

Second Class.

Ferguson, S.
Parke, Robert.
Dickey, C. C. M.

Honours in Greek.

First Class.

*Russell, W. A.
Hunter, J.

Second Class.

*Darbishire, H. D.
*Campbell, J.

Honours in English.

Second Class.

Hunter, J.
*Campbell, J. E.
†Irvine, H. A.

Honours in Logic.

First Class.

*Darbishire, H. G.
*Campbell, J. E.
Hunter, J.

Second Class.

Atkinson, A.
*Murray, F. E.
†Gillespie, A. P.

Honours in Mathematics.

First Class.

*Campbell, J. E.
*M'Anlis, T.
Russell, W. A.

Honours in Mathematical Physics.

First Class.

*Russell, W. A.
*Campbell, J. E.

Second Class.

*M'Anlis, T.

Honours in Experimental Physics.

Second Class.

*M'Anlis, T.

Exhibitions.

First Class, £40.

*Russell, W. A.

Second Class, £20 each.

*Darbishire, H. D.
Hunter, J.
*Campbell, J. E.

FIRST UNIVERSITY EXAMINATION.

Candidates who have passed the Examination.

Chambers, James.
*Gorman, W. T.
*Johnston, William.
Keane, A. T.
M'Quitty, W. Baird.
*Millen, Samuel.
*Nesbitt, C. Van Homrigh.
*Potts, Joseph P.

HONOURS LISTS.

Honours in Greek.

Second Class.

Keane, A. T.
*Gorman, W. T.

Honours in German.

Exhibitions.

Second Class, £15 *each.*

*Gorman, W. T.
Keane, A. T.

SCHOOL OF ENGINEERING.

Second Professional Examination in Engineering.

First Class Honours.

Blaine, Robert G.
Pollock, James J.

The following candidates passed the Examinations in July, 1882:—

M.D. Degree Examination.

Hamill, Samuel.
Hamilton, Samuel.
Lithgow, Jas. Macgregor.
Moore, Robert Carmichael.
Robinson, Leonard.
Stronge, Samuel.
Taylor, John Wilgar.
Young, James Vance.

M.Ch. Degree Examination.

Hamilton, Samuel.
M'Connell, Edward.
Moore, Robert Carmichael.
Robinson, Leonard.
Stronge, Samuel.
Taylor, John Wilgar.

Examination for the Diploma in Obstetrics.

Craig, James.
Nelson, William.

Second Examination in Medicine.

*Bailey, Wm. Frederick.
*Burrows, James R.
Calwell, William.
Crawford, George Brown.
Davidson, John Matthew.
Frizell, Thomas.
Groves, Charles H. P. D.
*Kerr, Andrew Watson.
Little, Andrew Johnston.
Lynn, William Park.
Mitchell, James.
Moore, Archibald P. B.
*Mulholland, Cunningham.
Sayers, Robert.
*Spiller, Edward Ashley.
Trimble, Robert.
*Wallace, Samuel.

First Examination in Medicine.

*Campbell, David Clarke.
*Carlisle, Wm. Henry.
*Corry, Alexander.
*Cree, Joseph.
*Gorder, John Frederick.
Irwin, John Wm.
*Leslie, Richard Whytock.
*Lusk, Thomas.
*M'Bride, Neal.
M'Kee, David.
*†Robinson, Malachi Joseph.
*Steele, Jas. Simpson.
*Thompson, Alfred Edward.
*Wales, Wm. Edward.
*Williamson, Jas. Dunlop.
Wynne, George Nesbitt.

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The following candidates passed the Examinations in January, 1883 :—

M.D. Degree Examination.

Deacon, J. G. | Martin, W. A. P.

M.Ch. Degree Examination.

Deacon, J. G.

EXAMINATIONS IN THE FACULTIES OF LAW AND ARTS, 1883.

LL.D. Degree Examination.

Pass.

Crawford, Rev. Alex. R. | Macaulay, Peter.
Graham, Rev. T. S.

LL.B. Degree Examination.

Honours.—Second Class.

*Watts, William N.

Pass.

Thomson, Charles L.

Prize.

*Watts, William N. £25.

Studentships.

Mathematical Studentship.

*Tate, James.

M.A. Degree Examination.

Pass.

*Fulton, Thomas C. | Steele, D. J.
Johnston, John.

B.A. Degree Examination.

Honours in Ancient Classics.

First Class.

Hunter, James. | *Darbishire, Herbert D.

Second Class.

Gordon, Robert J.

Honours in Logic, Metaphysics, History of Philosophy and Political Economy.

First Class.

*Louden, James.

Second Class.

Atkinson, Alexander. | *Horner, Andrew L.

Honours in Political Economy, General Jurisprudence and History.

Second Class.

Bruce, Robert. | Irvine, Hugh A.
Forbes, John. | Lawson, Francis.

Honours in Mathematical Science.

First Class.

*Campbell, John E. | Chambers, Joseph.

Second Class.

Maybin, Joseph.

Honours in Experimental Science.

Second Class.

*M'Cullagh, Richard O. | Thomson, Samuel B.
*Shaw, Cecil E.

Honours in Biological Science.

First Class.

*Campbell, John. | *Hogg, T. Simpson.

Second Class.

Morrison, Robert.

Pass.

Boyd, R. H. | Macmahon, B. MacW.
Collier, George V. | Martin, Robert T.
Dickay, C. C. M. | Morell, Henry B.
Ferguson, Stanley. | *Murray, F. E.
*Gass, A. Barron. | Reid, James S.
Gillespie, Alexander P. | Robson, J. S.
Irvine, Robert M. | Savage, James J. W.
Kelly, Patrick J. | Sloane, George.
*M'Vicker, Alexander S. | *Strahan, Thomas M.
*Macaulay, Samuel. | Weir, George.

EXHIBITIONS.

Candidates who were entitled on their answering to be awarded Exhibitions if otherwise qualified. The names are arranged alphabetically.

Those printed in italics were disqualified by University or Collegiate standing, age, or otherwise.

First Class.—£50 each.

*Campbell, John E. | Hunter, James.
*Darbishire, Herbert D. | *Louden, James.

Second Class.—£25 each.

*Campbell, John. | *Chambers, Joseph.*

SECOND UNIVERSITY EXAMINATION IN ARTS.

Honours and Exhibitions.

Honours in Latin.

First Class.

*†Evans, Isaac R. | *Lennox, M. E. MacLeod

Second Class.

*Donald, Robert J. F. | Keane, Albert T.

Honours in Greek.

First Class.

*Lennox, M. E. MacLeod.

Second Class.

*Donald, Robert J. F. | *†Evans, Isaac R.
Keane, Albert T. | Gorman, William T.

Honours in English.

Second Class.

*Lennox, M. E. MacLeod. | †Evans, Isaac R.
*Boyd, Andrew. | *Glass, Thomas.

Honours in French.

Second Class.

*Lennox, M. E. MacLeod.

Honours in Logic.

First Class.

*Glass, Thomas.

Second Class.

*†Evans, Isaac R. | *Potts, Joseph T.

Honours in Mathematics.

First Class.

*Rea, James C.

Second Class.

*Steele, William C.

Honours in Mathematical Physics.

First Class.

*Rea, James C.

Honours in Experimental Physics.

Second Class.

*Strahan, William G.

Honours in Chemistry.

First Class.

*M'Quitty, William B.

Exhibitions.

List of candidates who, upon their answering, were qualified to obtain Exhibitions. The names of those who were disqualified by university or collegiate standing, age, or otherwise, are printed in italics.

First Class.—£40 Each.

*†Evans, Isaac R. | *Lennox, M. E. MacLeod.

Second Class.—£20 Each.

*Donald, Robert J. F. | *Rea, James C.*

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Pass List.

*Armstrong, James E.
*Blackwood, Jas. Kennedy.
*Boyd, Andrew.
*Boyle, Dorrington Jones.
*Brown, Richard King.
*Chancellor, William.
*Chisholm, John.
*Clarke, William Robert.
*Crothers, Alexander.
*Davey, Charles.
*Donald, Robert J. F.
*Dunlop, Joseph.
*†Duncan, William.
*†Evans, Isaac Rennison.
*Fitzhenry, Wm. A.
Fitzsimons, James Henry.
*Glass, Thomas.
*Gorman, William T.
*Graham, James Bass.
*Henderson, Robert.
*Holmes, Frank Dinsmore.
*Johnston, Walter.
*Johnston, William.
*Keane, Albert Thomas.
*Lennox, M E. MacLeod.
*Little, Wm. Jas. Bruce.
*McCammon, John
*McCammon, Robert.
*McQuitty, William B.
*Montgomery, Robert.
*Moore, John Wesley.
*Murphy, George B.
*Potts, Joseph Thomas.
*Rea, James Condell.
*Simms, Samuel.
*Simpson, Josuph Moody.
*Steele, William Charles.
*Strahan, William Gordon.
*Tate, Charles Lanyon.
*Turnbull, M. Harper.

FIRST UNIVERSITY EXAMINATION, 1883.

Exhibitions and Honours.

Exhibitions.

List of Candidates who, upon their answering were qualified to obtain exhibitions. The names of those who were disqualified by university or collegiate standing, age, or otherwise, are printed in italics.

First Class.—£30 each.

*M'Neill, Robert. | *Orr, Wm. M'F. (Sch.)

Second Class.—£15 each.

*Cromie, Edward S. | *Anderson, Alice M.

Honours in Latin.

Second Class.
*M'Neill, Robert.

Honours in Greek.

First Class.
*M'Neill, Robert.

Second Class.
*Smiley, David C. | *Anderson, Alice M.

Honours in French.

Second Class.
*Lynn, Martha K. | *Cromie, Edward S.
*Gibson, Thomas H.

Honours in German.

First Class.
*Haslett, Annie W.

Honours in English.

Second Class.
*Anderson, Alice M. | *Gibson, Thomas H.
*Cromie, Edward S. | *Haslett, Annie W.

Honours in Mathematics.

First Class.
Orr, Wm. M'F. (Sch.) | *M'Neill, Robert.

Second Class.
*Cromie, Edward S.

Honours in Experimental Physics.

First Class.
*Orr, Wm. M'F. (Sch.) | *Heron, James.

The following were *recommended* for honours, but some of them did not appear for the oral Examination.

Latin.

*Haslett, Annie W. | *Smiley, D. E.
Russell, Nelson.

French.

*Jamison, Daniel. | Russell, Nelson.

English.

*M'Neill, Robert. | *Walker, James J.
Russell, Nelson.

Mathematics.

*Priestly, James.

Experimental Physics.

Russell, Nelson. | Sharpe, William.

Pass List.

*Anderson, Alice Mary.
*Anderson, Bessie.
*Beattie, Robert Moorhead.
*Browne, James Budd.
*Buchanan, James.
*Burden, Alexander M.
Callwell, John W.
*Coburn, Sara.
*Cromie, Edward Stuart.
*Dickey, Hugh James.
*Ekin, William.
*Elliott, William Moore.
*Fraser, Robert Moore
*Gibson, Thomas Henry.
*Gorman Thomas.
*Girvon, William James.
*Hanson, David Hamilton.
*Haslett, Annie Woods.
*Haslett, Robert Woods.
*Heron, James.
*Jamison, Daniel.
*Jamison, Edmund Fergus
*Kennedy, Gilbert Alex.
*Kellen, Thomas Sinclair.
*Larmor, John Smyth B.
*Lynn, Martha Kerson.
*Lyons, Robert.
*McMullan, Thomas W.
*McNeill, Robert
*McVicker, Charles George.
MacDermott, Margaret
*Megaw, Robert.
*Morgan, Charles Wm.
*Murrow, James.
*Mulholland, Thomas J.
*Mussen, William.
*Orr, William McFadden.
Perry, Hannah.
*Perry, Hutchinson Wood.
*Praeger, Robert Lloyd.
*Priestly, James.
*Raphael, William Beck.
*Rea, Martin.
Russell, Nelson.
*Russell, William,
Sharpe, William.
*Sloane, Thomas Isaac.
*Smiley, David Charles.
*Smyth, Joseph.
*Stinson, Thomas.
*Thomson, George Sloane.
*Tweedie, Francis King
*Walker, T. Johnstone.
*Woods, Edmund McNeill.

EXAMINATIONS IN THE FACULTIES OF MEDICINE AND IN THE SCHOOL OF ENGINEERING, AUTUMN, 1883.

First Examination in Medicine.

Honours—Second Class.
Smyth, James, D. H.

Upper Pass Division.
*Jones, William R. | Ryan, Simon.

Lower Pass Division.

*Hamilton, W. M.
*†Henderson, Alexander.
*McNair, Samuel.
*Morgan, Charles W.
*Mulholland, Thomas John.
*Murray, Frank Erskine.
*Mussen, William.
*Nelson, Robert.
*Nesbitt, Charles V. H.
*Orr, James.
*Patterson, W. S. Perry.
*Sloane, William C. N.
*Steen, William C.
*Thomson, George Sloane.
*Tweedie, F. K.
*Weatherup, William.
*Woods, Edmund McN.

Second Examination in Medicine.

Exhibitions.

First Class, £40 each.
*McQuitty, William B.

Second Class.—£20 each.
Buchanan, Andrew.

Honours.—First Class.
M'Qnitty, William B.

Second Class.
Buchanan, Andrew.

Upper Pass Division.
Burns, Frederick J. | Smyth, Thomas D.

Lower Pass Division.

*Chancellor, Ephraim J.
*Chapman, James Wilgan.
*Close, Joseph Kinnear.
*Collier, Samuel R.
*Corry, Alexander.
*Cree, Joseph.
Dickson, R. Harper.
Gordon, John Frederick.
Griffith, Patrick G.
Humphries, Charles G.
Irwin, John William.
*Lewis, William Morrow.
*Logan, Hugh Alexander.
*Lyttle, Lyness.
*M'Bride, Neal.
*M'Kinny, David John.
*Menary, John.
Moore, George L.
*Moore, Samuel.
*Nesbitt, James.
*Nesbitt, John.
Orr, William Robert.
Scott, Wilbam Robert.
Thomas, John Caldwell.
Thompson, Andrew S.
Vance, George.
Williamson, James D.

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M.D. Degree Examination.

Honours.—Second Class.
Gaussen, David.

Upper Pass Division.
Brannigan, H. Cooke.
Brownlee, Joseph J.
Meek, James.
Watters, William.

Lower Pass Division.
Barber, Robert Alex.
Biggar, Edward Coey,
Calwell, William.
Dickey, Archibald A. G.
Ellison, John.
Kirk, Thomas Dick.
Lennox, Jomes.
Lindsay, Alexandar.
Lynch, John Anthony.
M'Alister, William R. A.
M'Auley, Matthew.
M'Caw, John.
M'Glynn, John.
M'Ilroy, John
M'Nineh, Joseph.
Macaulay, J. Alex. M.
Massey, Henry.
Mitchell, James.
Moore, Archibald P. B.
Moore, Samuel James.
Sayers, Robert.
Taylor Henry John.
*Taylor James.
*Wallace, Samuel.
Wilson, Barnett.

Degree of Master of Surgery.

Barber, Robert A.
Bigger, Edward Coey.
Brannigan, Henry C.
Calwell, William.
Graham William.
Johnson, Alexander M.
Kirk, Thomas Dick.
Lennox, Jomes.
Lynch, John Anthony.
M'Alister, William R. A.
Meek, James.
Moore, Samuel James.
Orr, James Morrison.
Sayers, Robert.
Watters, William.
Wilson, Barnett.

Diploma in Obstetrics.

Brownlee, Joseph John.
Hanna, William Gordon.
M'Alister, William R. A.
Wilson, Barnett.

SCHOOL OF ENGINEERING.

First Professional Examination in Engineering.

Exhibitions.

First Class £30.
*Burden, Alexander M.

Second Class £15.
*Heron, James.

Honours—First Class.
*Burden, A. M.

Second Class.
*Heron, James.

Pass.
Tote, Charles Lanyon.

Second Professional Examination in Engineering.

Honours.

Pass.
Lyons, John M. Croom.

B.E. Degree Examination.

Exhibitions.

Second Class £30.
Pollock, James J.

Honours—Second Class.
Pollock, James J.
Blaine, Robert G.

Pass
Whiteford, John W.

SUMMER EXAMINATIONS IN THE FACULTY OF MEDICINE, 1883.

The following Candidates have been adjudged by the Senate to have passed the prescribed examinations respectively:—

For the Degree of M.D.

*Clarke, George.
*Graham, John B.
Heron, Jomes
Hood, James C.
Johnson, A. M.
Keelan, Patrick.
Purdon, Richard J.

For the Degree of M.Ch.

*Clarke, George
Dunn, David S., M.D.
Gibson, William, M.D.
Graham, John B.
M'Farland, Beattie, M.B.
Purdon, Richard J.
Swan, S. A. L., M.B.

For the Diploma in Obstetrics.

Graham, John B.

The Second Examination in Medicine.

Alexander, Samuel.
*Barron, John.
Bigger, W. G.
*Blackwood, A.
Cameron, W. A.
*Dunlop, Shuldham H.
*English, Robert.
Gray, W. G.
*Hurson, John.
*Jamison, J. P. R.
*Johnston, James.
*Kirk, William.
*M'Master, James.
*Pooler, E. L.
Shaw, J. T.

The First Examination in Medicine.

Beck, Walter.
*Caldwell, James.
*Caldwell, Matthew.
*Carlisle, S. B.
Donaldson, T. C.
*Elliott, George.
*Hawthorne, W. L.
*Lightburne, E. A.
*Lockhart, John
*Mockler, John C.

X.—Tables for the Five Years preceding the Academic Year, 1882-3, of the Students of the College who Passed Examinations in the Queen's University, with the Degrees, Diplomas, Prizes, &c., awarded.

List of Students of Queen's College, Belfast, who have passed in 1877 for Degrees, Diplomas, &c., in the Queen's University in Ireland.

The Names in each Class are arranged alphabetically.

The Degree of M.D.

October, 1877.

First Class.
James Clarke.
William Whitla.

Passed.
Patrick Maurice Carleton.
Thomas Reid Denham.
Isaac Chichester Dundee, B.A.
John Wesley Megarry.
Gervase Robert Percy.
William John Sprott.
James Stuart.
David Taylor.
Henry Tomkins.
Francis H. Walmsley.
Edward A. White, B.A.
John Wilson, B.A.
Thomas John Withers.

June, 1877.
William Henry Bracken
William Corry.
J. J. Kent Fairclough.
Henry O'Neill.
William A. Quayle
Robert H. Robinson.
Charles Workman.

The Degree of M.A.

First Class.
Andrew J. C. Allen, in Mathematical Science.
William John Anderson, in Ancient Classics.
Hugh Alexander Clarke, in Ancient Classics, Logic, History, and English.
John Dick, in Ancient Classics.
John Eccles, in Mathamatical Science.
Thomas Macafee Hamill, in Logic, Metaphysics, and Political Economy.
Samual William Smith Rogers, in Ancient Classics.

Second Class.
Thomas Lyle Biggar, in Modern Languages.
William Waters Craig, in Ancient Classics.
John M'Keown, in Experimental Science.

Passed.
George Clarke Love.
Nathaniel Ross.

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The Degree of Master in Surgery.

October, 1877.

Henry O'Neill.
James Clarke.
Thomas Reid Denham.
Gervase Robert Percy.
William John Sprott.
James Stuart.
Edward A. White, B.A.
Thomas John Withers.

June, 1877.

Dr J. J. Adams.
David Bradley, M.B.
William Corry
J. J. Kent Farelough.
William A. Quayle.
Robert H. Robinson.
Charles Workman.

The Degree of Bachelor in Laws.

First Class.

Andrew Reed.

Second Class.

Isaac Thompson.

The Degree of B.A.

First Class.

Robert Henry Charles, in Ancient Classics.
Thomas Hughes Corry, in Biological Science.
J. Campbell Graham, in Modern Languages.
Thomas Torrens Knowles, in Mathematical Science.
James Alexander Lindsay, in Ancient Classics.
David M'Keown, in Experimental Science.
Samuel Marcus Russell, in Mathematical Science.
James M. Strong, in Ancient Classics.

Second Class.

Samuel Glasgow Crawford, in Experimental Science.
Henry Alexander Mathers, in Modern Languages.
R. Carmichael Moore, in Experimental Science.
Robert Todd, in Logic, Metaphysics, and Political Economy.
James Robert David Williamson, in Logic, English, and History.

Passed.

George Bell.
William George Black.
Robert Blair.
Hugh Cairns.
William Robert Cousins.
Alexander Crone.
Charles Dixon.
William Elliott.
Samuel Hamill.
George Joseph Lodge.
John S. MacNeece.
John Millikin.
John A. M'Mordie.
Hector M'N. Reade.
R. M'Allister Reid.
Robert M. Young.

The Degree of Bachelor in Engineering.

Passed.

James MacMillan.

Diploma in Midwifery.

October, 1877.

Henry O'Neill.
Patrick Maurice Carleton.
James Clarke.
Thomas Reid Denham.
John Wesley Megarry.
William John Sprott.
James Stuart.
Edward A. White, B.A.
Thomas John Withers.

June, 1877.

Dr. J. J. Adams.
William Corry.
William A. Quayle.
Charles Workman.

Second University Examination in Medicine.

October, 1877.

Passed.

John Acheson.
William James Cowden.
Samuel Dickey.
John Eadie.
H. Croker Garde.
William Kidd.
Andrew Thomas Love.
Thomas Fred. MacNeece.
James Malcomson.
Thomas Henry May.
William T. Orr, B.A.
Leonard Redmond.
Alexander Sharpe.
John Simpson.
Samuel A. K. Strahan.
Alexander Canning Suffern.
John Vint.
George Frederick Wales.
George Francis West, B.E.
Thomas Kennedy Wheeler.

June, 1877.

William Robert Henilerson.
Owen Lynch.
William Rowney.
William Smyth.
James Steel.
John Watson.
John Woods.
Ralph Worrall.
William Mussen Young.

First University Examination in Arts.

First Class.

Thomas R. Collier.
George Hanson.
William James M'Clintock.
William Martin.
William P. Steen.

Second Class.

James Chambers.
Robert F. Dill.

Passed.

George Bell.
William L. Berkeley.
William Colquhoun.
Thomas Hughes Corry.
Samuel W. Currie.
James Dysart.
Samuel Hamill.
John Irwin.
George Jackson.
Charles A. Keightley.
Samuel R. Keightley.
George Joseph Lodge.
George L. Moore.
Hamilton Moore.
Andrew Patton.
James B. Sayers.
John M Simms.
James A. Strahan.
Robert Wallace.
Hugh Wells.
Robert M Young.

First University Examination in Medicine

October, 1877.

First Class.

James Paul M'Gaagh.
Robert Thomas M'Geagh.
Samuel H. Shaw.

Second Class.

Thomas Charles Neeson.
George M. Thompson.

Passed.

Alex. M. Adams.
Robert Anderson.
John C. Bodkin.
Alfred Valentino Browne.
Hugh Allen Chapman.
George Clarke.
John Shuell Collins.
William John Cregan.
John A. Cunningham.
Samuel John Crothers.
James Walshe Davidson.
John Gillespie Deacon.
John Dodd.
J. Dunlop.
Samuel Eakin.
Alexander John Fleming.
David Forsyth.
Adam A. C. Mathers.
Samson Mathews.
Thomas Henry May.
William M'Caw.
Ferguson M'Millan.
James Minniece.
Henry Dobson Osborne.
William Patterson.
Richard Michael Ralph
William Roulston.
James Taylor.
John Wilgar Taylor.
William J. Watt.
James Watson.
George Fras. West, B.E.
Thomas Wright.
George Shaw Young.

June, 1877.

Joseph Anderson.
Henry J. Boyd.
James Chambers.
James Dickson.
William Alex. Dunne.
John Eadie.
John C. Graham.
Edward B. Hazleton.
Robert Hill.
Andrew J. Little.
John M'Caw.
William M'Dermott.
Thomas M'Elroy.
James Charles M'Kee.
Joseph M'Ninch.
M. S. Mahaffy.
David Taylor Monteath.
Lowry D. Morell.
Leonard Smith O'Flaherty.
James Orr.
Samuel J. Parkhill.
Walker Redmond.
Robert John Roulston.
Francis W. R. Scott.
Robert J. Shaw.
James Simpson.
James Camac Smyth.
John Maxwell Trimble.
Samuel Wallace.
James Blair White.

First University Examination in Engineering.

First Class.

William Robert Shaw.

Prizes in English Composition open to Competition of all Undergraduates.

F. D. Fitzgerald O'Connor.
Proxime accessit, S. G Crawford.

Exhibitions Awarded at the First University Examination in Arts.

William James M'Clintock, £20 a year for three years; and £10 a year for three years, as the best answerer in Mathematical Science.
William P. Steen, £15 a year for three years.
George Hanson, £10 a year for three years

Exhibition Awarded at the First University Examination in Medicine

Robert Thomas M'Geagh, £20 a year for two years.

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EXHIBITION AWARDED AT THE FIRST UNIVERSITY EXAMINATION IN ENGINEERING.

William Robert Shaw, £20 a year for two years.

SPECIAL SUBJECTS.

October, 1877.

H. M. M'Crea.

June, 1877.

G. H. Desmond Gimlette.
T. Theophilus Hamilton.
James Herron.
John Lindsay.
Francis H. Walmsley.
Samuel Wallace.

LIST of STUDENTS of QUEEN'S COLLEGE, BELFAST, who have passed in 1878 for DEGREES, DIPLOMAS, &c., in the QUEEN'S UNIVERSITY in IRELAND.

The Names in each Class are arranged alphabetically.

THE DEGREE OF LL.D.

October, 1878.

First Class.

Andrew Reid.
John Stuart.
Isaac Thompson.

THE DEGREE OF M.D.

October, 1878.

First Class.

James H. Gibson.

Second Class.

John W. Byers, M.A.
Isaac C. M'Learn.
James Young.

Passed.

Henry Bingham.
William R. Henderson.
John Reid Johnston.
Edward Little.
Stephen Little.
Andrew T. Love, B.A.
Thomas H. May.
William Rowney.
William Smyth.
James Steel
William Whitford
Ralph Worrall.

June, 1878.

Charles Warke Allison, C.A.
John Thomas Collier.
Patrick Oswald Considine.
William Fleck.
Charles Hall.
J. Courtney Haslett.
Charles Kevin.
Pershouse William L. Langley
Joshua Lytle.

THE DEGREE OF M.A.

First Class.

John Campbell Graham, in Modern Languages.
James Alexander Lindsay, in Ancient Classics.
Charles Henry Oliver, in Mathematical Science, and Experimental Science.
Samuel Marcus Russell, in Mathematical Science, and Experimentol Science.
James M. Stronge, in Ancient Classics.
Robert Todd, in Logic, Metaphysics, and Political Economy.

Second Class.

James Bingham, in Experimental Science.
Thomas Hughes Corry, in Biological Science.
William John Johnston, in Mathematical Science.
Christopher James Street, in English History and Political Economy.

Passed.

William George Black.
Hugh Cairns.
William Elliott.
John Samuel M'Neece.

THE DEGREE OF MASTER IN SURGERY.

October, 1878.

John Courtney Haslett, M.D.
John William Byers, M.A.
James Hill Gibson.
William Robert Henderson.
John Reid Johnston.
Edward Little.
Stephen Little.
Andrew Thomas Love, C.A.
Isaac Crawford M'Learn.
William Rowney.
William Whitford.
James Young.

June, 1878.

Park. Maurice Carleton, M.D
J. Martin Kennedy, M.D.
William Fleck.
Charles Kevin.
Pershouse, W. L. Langley.
Joshua Lytle.

THE DEGREE OF BACHELOR IN LAWS.

Passed.

William Black.
John Lowry.
Thomas Madill.

THE DEGREE OF BACHELOR IN ARTS.

First Class.

Andrew Breakey Hamilton, in Ancient Classics.
George Hanson, in Ancient Classics.
William James M'Clintock, in Mathematical Science.
William Martin, in Logic, Metaphysics, and Political Economy, and Second Class in Experimental Science.

Second Class.

Thomas Robert Collier, in Mathematical Science.
Robert Wood Hughes, in Experimental Science.
George Jackson, in Biological Science.
John Irwin, in Logic, Metaphysics, and Political Economy.
Alfred Alexander Irwin Nesbitt, in Ancient Classics.
Andrew Patton, in Biological Science.
James Brydges Sayers, in Modern Languages.
Robert Wallace, in Logic, Metaphysics and Political Economy.

Passed.

William Lowry Berkeley.
William Colquhoun.
James Dysart.
James Denning Foster.
Hamilton Moore.
James Andrew Strahan.
Frederick Torrens.
Hugh Wells.

THE DEGREE OF BACHELOR IN ENGINEERING.

First Class.

William Robert Shaw.

THE DIPLOMA IN MIDWIFERY.

October, 1878.

Daniel Fegan, M.D.
Edward Little.
Stephen Little.
William Smyth.
William Whitford.

June, 1878.

J. Fritz Beck, M.A., M.D.
John Thomas Collier.
Charles Kevin.

SECOND UNIVERSITY EXAMINATION IN MEDICINE.

October, 1878.

First Class.

Hugh Thomas Shaw.

Second Class.

Robert T. M'Geagh.
Matthew M'Vicker.
Samuel H. Shaw.
George M. Thompson.

Passed.

Joseph Anderson.
John Charles Bodkin.
John A Cunningham.
James Dickson.
John Dodd.
David Simpson Dunn, B.A.
Samuel Eakin.
Joseph English.
James Mark Ferguson.
William Gordon Hanna.
William J. Ross Knight.
James Paul M'Geagh.
David M'Keown.
John M'Caw.
Thomas T. M'Connell.
Ebenezer M'Kee.
Samson Matthews.
Adam A. C. Mathers.
David Taylor Monteath, M.A.
Samuel James Parkhill.
William J. Pennall.
Walker Redmond.
William Roulston.
John Wallace Watson.
James Blair White.
James V. Young.

June, 1878.

Robert Alexander.
James Barron.
W. P. Blair.
Richard Campbell.
David Gault.
Robert Gilmore.
James Hall.
J. W. B. Hodsdon.
T. M'Ilroy.
William J. Mathews.
Leonard S. O'Flaherty.
Robert John Roulston.
S. James Simpson.
James Wray.

FIRST UNIVERSITY EXAMINATION IN ARTS.

First Class.

Stewart Emerson Cooney.
Alexander Larmor.
R. Arthur Henry M'Farland.
John Alexander Wallace.

Second Class.

George Bracken.
Hugh Larmor.
Samuel David M'Connell.
James D. Osborne.
Richard Seaver.

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Passed.

Robert Taylor Bailey.
R. Heansy Boyd.
William S Carey.
Arthur Gayer Finlay.
James Denning Foster.
William B. Galway.
James Gordon.
William Holmes Hill.
Robert Wood Hughes.
James Irwin.
Robinson Johnston.
James Collins Martin.
John D. Martin.
John Morrow.
Parker E. Major.
Donald Cargill Martin.
Adam Millar.
Charles O'Brien Murphy.
Turner Barrett Oliver.
Wilfrid W. Shaw.

FIRST UNIVERSITY EXAMINATION IN MEDICINE.

October, 1878.

First Class.

Thomas Sinclair.

Second Class.

William Nelson. | Robert Stewart.

Passed.

Robert Alexander Barber.
John Clinton.
Samuel Connor.
Samuel Cosgrave.
William E. Dawson.
John Ellison.
John Bass Graham.
James Henry.
Thomas D. Kirk.
James Lennox.
William A. P. Martin.
Richard Macartney.
Robert J. M'Cormack.
James Malcolmson.
John M. Savage.
Samuel Stronge.
James A. Swan.

June, 1878.

Robert D. Bradford.
Percy B. Bury.
Henry Castles.
J. Martin C. Cole.
William J. Corrigan.
Robert Currie.
William W. Duncan.
James W. Elliott.
Albert Galgey.
James Gillespie.
James Gingles.
James Gordon.
Samuel Hamilton.
Samuel Hamill, B.A.
Archibald Harper.
Andrew Ledlie.
William H. Leudrum.
James M. Lithgow.
John S. Logan.
Samuel Macaulay.
John M'Cullough.
David M'Keown, B.A.
Matthew M'Vicker.
R. Carmichael Moore, B.A.
James Pinkerton.
Archibald C. Robinson.
Hugh T. Shaw.
William Tweedie.
Robert James Wilson.

FIRST UNIVERSITY EXAMINATION IN ENGINEERING.

First Class.

Henry Riddell.

Second Class.

John James Octavius Ramsay.
Richard Henry Smithwick.

PRIZES IN ENGLISH COMPOSITION OPEN TO THE COMPETITION OF GRADUATES AND UNDERGRADUATES.

Joseph Hall, B.A.

PRIZES IN ENGLISH COMPOSITION OPEN TO COMPETITION OF ALL UNDERGRADUATES.

George Hanson.

EXHIBITIONS AWARDED AT THE FIRST UNIVERSITY EXAMINATION IN ARTS.

Alexander Larmor, £20 a year for three years, and £5 a year for three years, as one of two equal best answerers in Mathematical Science.

Robert Arthur Henry M'Ferland, £15 a year for three years, and £5 a year for three years, as one of two equal best answerers in Mathematical Science.

George Bracken, £5 a year for three years, as one of two equal best answerers in Ancient Classics.

EXHIBITION AWARDED AT THE FIRST UNIVERSITY EXAMINATION IN MEDICINE.

Thomas Sinclair, £20 a year for two years.

EXHIBITION AWARDED AT THE FIRST UNIVERSITY EXAMINATION IN ENGINEERING.

Henry Riddell, £20 a year for two years.

LIST of STUDENTS of QUEEN'S COLLEGE, BELFAST, who have passed in 1879 for DEGREES, DIPLOMAS, &c., the QUEEN'S UNIVERSITY in IRELAND.

The Names in each Class are arranged alphabetically.

THE DEGREE OF LL.D.

October, 1879.

First Class.

David Buick. | Thomas Madill.

THE DEGREE OF M.D.

October, 1879.

First Class.

James Barton, B.A.

Second Class.

Robert Mowbray.

Passed.

John Acheson.
Samuel Dickey.
John Esdie.
G. H. Desmond Gimlette.
Samuel M. Malcomson.
Samuel A. K. Strahan.
Alexander Suffern.
John Vint.
John Watson.
T. Kennedy Wheeler.

June, 1879.

William James Cowden.
Charles Magill.
Alexander Sharpe.
John Simpson.
William Smyth.
James Wilson.
William Mussen Young.

THE DEGREE OF M.A.

First Class.

Andrew Breakey Hamilton, in Ancient Classics.
George Jackson, in Biological Science.
Thomas Torrens Knowles, in Mathematical Science, and Experimental Science.
James Andrew Strahan, in English History and Political Economy.

Second Class.

William Lowry Berkeley, in English History, and Logic.
James Denning Foster, in Experimental Science.
John Irwin, in Logic, Metaphysics, and Political Economy.
William James M'Clintock, in Mathematical Science.
Andrew Patton, in Biological Science.
Robert Wallace, in Logic, Metaphysics, and Political Economy.

Passed.

George Bell.
Wm. Richard Huggard, M.D.
Hamilton Moore.
Robert Taylor Simpson.

THE DEGREE OF MASTER IN SURGERY.

October, 1879.

John Acheson.
James Barron, B.A.
Wm. Henry Bracken, M.D.
Samuel Dickey.
G. H. Desmond Gimlette.
Samuel L. Malcomson.
Robert Mowbray.
Samuel A. K. Strahan.
Alexander C. Suffern.

June, 1879.

Gilbert Kirker, M.D.
Charles Magill.
Alexander Sharpe.

THE DEGREE OF BACHELOR IN LAWS.

First Class.

Henry Alexander Mathers.

Passed.

William Colvin.
James Gardiner Robb.
William Tait.

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THE DEGREE OF BACHELOR IN ARTS.

First Class.

James Chambers, in Experimental Science.
Robert Foster Dill, in Ancient Classics.
William B. Galway, in Modern Languages.
Alexander Larmor, in Experimental Science.
Turner Barrett Oliver, in Ancient Classics.
James Denham Osborne, in Logic, Metaphysics, and Political Economy.

Second Class.

Robert Taylor Bailey, in English History, and Political Economy.
George Bracken, in Ancient Classics.
Stewart Emerson Cooney, in Ancient Classics, and English Metaphysics, and Political Economy.
Samuel Wilson Currie, in Logic, Metaphysics, and Political Economy.
Charles Albert Keightley, in Biological Science.
Hugh Larmor, in Experimental Science.
Samuel David M'Connell, in Ancient Classics.
Parker Erskine Major, in Experimental Science.
J. Dunwoody Martin, in English, Metaphysics, and Political Economy.
Henry Montgomery, in English, History, and Political Economy.
William Peile Steen, in Ancient Classics.
William White, in Mathematical Science.

Passed.

William Samuel Carey.	George Logan Moore.
Alexander Coskerry	John Morrow.
Robert Foster Dill.	Cunningham Mulholland.
Arthur Gayer Finlay.	Wilfred Wever Shaw.
Robinson Johnston.	John M. Simms.
Samuel Robert Keightley.	Marcus Stevenson.
J. Collins Martin.	John Ellison Strahan.
Adam Millar.	William James Young.

THE DEGREE OF BACHELOR IN ENGINEERING.

First Class.

Henry Riddell.

Second Class.

John James Octavius Ramsay.

Passed.

Joseph Gracey.	Richard Henry Smithwick.

DIPLOMA IN MIDWIFERY.

October, 1879.

John Acheson.	Robert Mowbray.
James Barron, B.A.	Samuel A. K. Strahan.
Henry Bingham, M.D.	Alexander S. Suffern.
Samuel Dickey.	T. Kennedy Wheeler.
Samuel M. Malcomson.	

June, 1879.

Robert Beattie, M.D.	John Simpson.
Gilbert Kirker, M.D.	William Smyth.
John Wilson, M.D.	

SECOND UNIVERSITY EXAMINATION IN MEDICINE.

October, 1879.

First Class.

Thomas Sinclair.

Passed.

Alexander M. Adams.	Samuel Macaulay.
Robert Anderson	Robert James M'Cormack.
John Howard Battye.	James Charles M'Kee.
Charles J. Blake.	Wahab M'Murray.
Henry Castles.	John Robinson M'Neill.
Joseph Chambers.	William Nicholson M'William.
Warwick L. Child.	Edward Mageunis.
John Martin C. Cole.	Robert C. Moore.
Samuel Connor.	William Nelson.
James Craig.	James Pinkerton.
Alexander J. Fleming.	Archibald Clarke Robinson
David Forsyth.	David Semple.
Joseph Graham.	Robert Stewart.
Samuel Hamilton.	John M. Trimble.
Archibald Harper.	John Twinem.
John Kennedy.	William John Watt.
William H. Lendrum.	William Watters.
John Smythe Logan	

June, 1879

Henry J. Boyd.	Joseph M'Ninch.
William Hamilton Caldwell.	Alexander Mullagh.
John Shoill Collins.	James Minniece.
William John Cregan.	William David Moore
Wm. Alexander Dunn.	Lowry D. Morrell
Archibald Frazer.	Charles Henry Wheeler.
Samuel W. Johnson.	George Shaw Young.

FIRST UNIVERSITY EXAMINATION IN ARTS.

October, 1879.

First Class.

Robert Hugh Semple.	James Tate.

Second Class.

William Calwell.	James Edward Maxwell.
Alexander Cameron.	John Ferguson Steele.

Passed.

William Bryars.	Daniel Manderson.
Thomas Douglas.	John H. Montgomery.
Robert Erwin.	David Musgrave.
John Frederick Gordon.	Thomas Elliott Nelson.
Alexander Gray.	Robert Scott.
Jos. Alex. Hardy.	Alexander King Stevenson.
William Parker Holmes.	Francis O. M. Watters.

FIRST UNIVERSITY EXAMINATION IN MEDICINE.

October, 1879.

First Class.

John G. Bell.	Warwick Long Child.

Second Class.

Thomas Cromie.	Andrew Watson Kerr.
Robert Wilson Henderson	

Passed.

Robert Abraham.	Thomas Lamont.
John J. Austin.	William Langran.
William K. Boyd.	Matthew M'Auley.
Arthur Wellesley Cadman.	Matthew M'Auley.
Thomas Charles D. J. Cathcart.	James A. M. Macauley.
H. Corry Cooke.	John Isaac M'Carthy.
James Craig.	John M. M'Elroy.
Joseph Dunlop.	Robert H. Matthews.
Charles R. Elliott.	Samuel J. Moore.
David P. Gaussen.	Joseph B. Neely.
William Gibson.	Leonard Robinson.
Samuel Graham.	Robert Alexander Robinson
William Graham.	Archibald Roulston.
James Hamilton.	John W. Speer.
William Robert Hamilton.	Edward Ashley Spiller.
David Huey.	James Wilson.
	S. A. L. Swan.

June, 1879.

John H. Battye.	James M'Caull.
John S. Bryars.	George M'Clean.
Robert Henry Byers.	William J. M'Farland.
John Henry Carson.	George Logan Moore.
James Chambers.	Hugh S. Morrison.
Joseph Chambers.	Andrew Morton.
Benjamin S. Cowan.	James M. Orr.
James Cooke.	Alexander Y. Ross.
Joseph W. Duncan.	William J. Shannon.
Charles Dundee.	John R. Shaw.
Alfred W. Hawthorne.	John Stewart.
Robert Henry.	Robert Trimble.
Charles J. Johnston.	John Twinem.
Robert Johnston.	Robert S. Wadsworth.
James A. Lindsay, M.A.	Daniel White.
James M'Avoy.	Samuel Wilson.

SUPPLEMENTAL FIRST UNIVERSITY EXAMINATIONS IN ARTS.

January, 1879.

John Black.	Henry Montgomery.
E. Chestnut.	Hugh H. Moore.
Samuel Ferguson.	Cunningham Mulholland.
Thomas Frizell.	H. Mulholland
William M'Cord.	Edward H. Mullan.
Simpson Millar	William Orr.
Joshua Mitchell.	Marcus Stevenson.

SUPPLEMENTAL FIRST UNIVERSITY EXAMINATION IN ENGINEERING.

J. Gracey.

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FIRST UNIVERSITY EXAMINATION IN ENGINEERING.

First Class.

Nathaniel F. Napier.

EXHIBITIONS AWARDED AT THE FIRST UNIVERSITY EXAMINATION IN ARTS.

James Tate, £20 a year for three years.
Robert Hugh Semple, £15 a year for three years.

EXHIBITION AWARDED AT THE FIRST UNIVERSITY EXAMINATION IN MEDICINE.

John G. Bell, £20 a year for two years.

EXHIBITION AWARDED AT THE FIRST UNIVERSITY EXAMINATION IN ENGINEERING.

Nathaniel F. Napier, £20 a year for two years.

LIST of STUDENTS of QUEEN'S COLLEGE, BELFAST, who have passed in 1880 for DEGREES, DIPLOMAS, &c., in the QUEEN'S UNIVERSITY in IRELAND.

The Names in each Class are arranged alphabetically.

THE DEGREE OF LL.D.

William Colvin.
Henry Alexander Mathers.
James Gardiner Robb
William Tait.

THE DEGREE OF M.D.

October, 1880.

First Class.

David M'Keown, B.A.

Second Class.

John C. Bodkin.
Robert Thomas M'Geagh.

Passed.

Robert Alexander.
Joseph Anderson.
Wm. Hamilton Caldwell.
Richard Campbell.
Henry Castles.
John Sheil Collins.
John A. Cunningham
William Naunton Davies.
David Simpson Dunn, B.A.
Samuel Eakin.
Robert J. Hamill, B.A.
Wm. Gordon Hanna.
Robert Lynn Heard.
James Paul M'Geagh.
Matthew M'Vickar.
Adam A. C. Mathers.
Thomas M'Ilroy
Samson Matthews.
William David Moore
Lowry D. Morell.
Samuel Js. Parkhill.
Robert Reid Rentoul.
Robert John Roulston.
William Roulston.
Hugh Thomas Shaw.
Samuel Hamilton Shaw.
John Wallace Watson.
James Blair White.

June, 1880.

John Howard Battye.
William J. Matthews.

THE DEGREE OF MASTER IN ARTS.

First Class.

Robert Henry Charles, in Ancient Classics.
William Pirle Steen, in Ancient Classics.

Second Class.

Robert Taylor Bailey, in English, History, and Political Economy.
George Bracken, in Ancient Classics.
Samuel Wilson Currie, in Logic, Metaphysics, and Political Economy.
William B. Galway, in Modern Languages.
Samuel David M'Connell, in Ancient Classics.
Parker Erskine Major, in Experimental Science.
John Dunwoody Martin, in English, Metaphysics, and Political Economy.
William Martin, in Logic, Metaphysics, and Political Economy.
Henry Montgomery, in English, History, and Political Economy.

Passed.

John Morrow.

THE DEGREE OF M.CH.

October, 1880.

John C. Bodkin.
Wm. Hamilton Caldwell.
J. T. Colher, M.D.
John A. Cunningham.
James Davison, M.D.
Samuel Eakin.
James Paul M'Geagh.
Robert Thomas M'Geagh.
David M'Keown, B.A.
Matthew M'Vickar.
Adam A. C. Mathers.
William David Moore.
Samuel J. Parkhill.
Robert John Roulston.
William Roulston.
Hugh Thomas Shaw.
Samuel Hamilton Shaw.
T. Kennedy Wheeler, M.D.

June, 1880.

Charles Hall, M.D.
William Smyth, M.D.
John Wilson, M.D.
Ralph Worrall, M.D.

THE DEGREE OF LL.B.

Second Class.

William John Anderson.

THE DEGREE OF BACHELOR IN ARTS.

First Class.

Alexander Cameron, in Ancient Classics.
Robert Arthur H. M'Farland, in Mathematical Science.
Richard Seaver, in Ancient Classics.
John Ferguson Steele, in Experimental Science.

Second Class.

Robert Erwin, in Logic, Metaphysics, and Political Economy.
Donald Cargill Martin, in Experimental Science.
Hugh Henry Moore, in Biological Science.
Robert Hugh Semple, in Mathematical Science.

Passed.

William Caldwell.
Thomas Douglas.
Samuel Ferguson.
Thomas Frizell.
Alexander Gray.
John Hall Magowan.
James Edward Maxwell.
Edward Hemphill Mullan.
Robert Scott.
Charles L. Thomson.
Robert Thomson.
Francis O. M. Watters.
William S. Whiteside.

THE DEGREE OF BACHELOR IN ENGINEERING.

First Class.

Nathaniel F. Napier.

Passed.

Henry Seaver.

DIPLOMA IN MIDWIFERY.

October, 1880.

Robert Alexander.
Joseph Anderson.
John C Bodkin.
Wm. Hamilton Caldwell.
John Shiel Collins.
James Davison, M.D.
David Simpson Dunn.
Samuel Eakin.
James Paul M'Geagh.
Robert Thomas M'Geagh.
Matthew M'Vickar.
Adam A. C Mathers.
Robert John Roulston.
William Roulston.
Hugh Thomas Shaw.
Samuel Hamilton Shaw.

SECOND UNIVERSITY EXAMINATION IN MEDICINE.

October, 1880.

Second Class.

John J. Austin.
Thomas G. Bell.
John M'Murray.
Richard M. Ralph.

Passed.

William Robert Allen.
George Clarke.
Benjamin S. Cowan.
Thomas Cromie.
James W. Davidson.
John Gillespie Deacon.
Charles Dundee.
William Gibson.
John S. Graham.
James Henry.
Robert Henry.
David Huey.
James M. Lithgow.
Robert William S. Lyons.
William A. P. Martin.
James M'Avoy.
J. L. M'Carthy.
John M. M'Ilroy.
Robert H. Matthews.
William Patterson.
Leonard Robinson.
Samuel A. L. Swan.
John W. Speer.

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Printed image digitised by the University of Southampton Library Digitisation Unit

June, 1880.

Robert A. Barber.
James Cooke.
Joseph W. Duncan.
Samuel Hamill.
Samuel D. Henderson.
James C. Hood.
Alexander M. Johnson.
Thomas D. Kirk.
James Alexander Lindsay.
Edward M'Connell.
Richard R. Rentoul.
Samuel Stronge.
John Wilgar Taylor.
Daniel White.
R. J. Wilson.

FIRST UNIVERSITY EXAMINATION IN ARTS.

October, 1880.

First Class.

James Gregg.
James Stafford Reid.
James Ross.
David Alexander Stewart.

Second Class.

William Cliffe F. Anderson.
James Chambers.
George Thomas Cowper.
Hugh Robert Scott.

Passed.

Daniel Christie Beggs.
William Grimshaw Bigger.
Andrew Buchanan.
Alexander Cuthbert.
John Finnigan.
Alexander R. Foy.
Henry Gordon.
William John Jamison.
Edward Munk M'Causland.
Francis Rankin Moore.
Thomas Pullar Monteith.
John Joseph Redfern.
John Sinclair Robson.
Isaac Sloan.

SUPPLEMENTARY FIRST UNIVERSITY EXAMINATION IN ARTS.

January, 1880.

Passed.

John Entrican.
Thomas Erskine.
George Hughes.
William Johnston.
David Junk.
John Hall Magown.
John J. Monteath.
George S. Moorhead.
James Neshitt.
Robert H. Sproule.
Charles L. Thomson.
Robert Thomson.
Samuel Wallace.
George Weir.
William Whiteside.

FIRST UNIVERSITY EXAMINATION IN MEDICINE.

October, 1880.

First Class.

James Meek.
William White.

Second Class.

Joseph John Brownlee.
Robert Carter.
Henry Massy.
George Scott Tate.

Passed.

William Frederick Bailey.
Edward Coey Bigger.
James Rogers Burrows.
Stewart Carse.
George Clarke.
George B. Crawford.
Robert M'Ilroy Curran.
John Matthew Davidson.
Archibald A. G. Dickey.
Thomas Frizell.
John E. Heather.
John Hurson.
Thomas Adam B. Kane.
Thomas Kean.
William M. Lowis.
James M'Bride.
Joseph M'Dowell.
C. Haldane C. M'Fall.
William B. R. M'Whe.
David Alexander Main.
James Mitchell.
Allan Mill.
Archibald P. B. Moore.
Joseph Arthur Purdon.
Robert James Purdon.
Robert Sayers.
David W. M. Stephenson.
James Wallace.
Samuel Wallace.
Barnett Wilson.
John Thomas Woodside.

June, 1880.

R. Adams.
Robert H. Dickson.
Charles H. P. D. Craves.
James F. Hunter.
James Ross Irwin.
Patrick Larkin.
A. Lindsay.
William J. Loughrey.
Marcus Moore Loudon.
William R. A. M'Alister.
William M'Cord.
James Collins Martin, B.A.
Charles P. Mitchell.
Robert Moreland.
Cunningham Mulholland.
Francis H. Sinclair.
Henry J. Taylor.

FIRST UNIVERSITY EXAMINATION IN ENGINEERING.

October, 1880.

First Class.

William Robinson.

SUPPLEMENTARY FIRST UNIVERSITY EXAMINATION IN ENGINEERING.

January, 1880.

Passed.

Henry Seaver.
Joseph Moynan.

PRIZE FOR ENGLISH COMPOSITION.

Walter M. Fisher.

EXHIBITIONS AWARDED AT THE FIRST UNIVERSITY EXAMINATION IN ARTS.

David Alexander Stewart, £20 a year for three years.
James Ross, £15 a year for three years.
James Stafford Reid, £10 a year for three years.

EXHIBITION AWARDED AT THE FIRST UNIVERSITY EXAMINATION IN MEDICINE.

James Meek, £20 a year for two years.

EXHIBITION AWARDED AT THE FIRST UNIVERSITY EXAMINATION IN ENGINEERING.

William Robinson, £20 a year for two years.

DEGREES, DIPLOMAS, HONOURS, &c., obtained by STUDENTS of QUEEN'S COLLEGE, BELFAST, at the EXAMINATIONS of the QUEEN'S UNIVERSITY in IRELAND,

In June and October, 1881.

The Names in each Class are arranged alphabetically.

HONORARY DEGREES.

DAVID ROSS, M.A., LL.B. The honorary degree of LL.D.
JAMES WILSON, M.A., LL.B. The honorary degree of LL.D.

FACULTY OF ARTS.

THE DEGREE OF MASTER IN ARTS.

First Honour Class.

Alexander Larmor, in Mathematical Science; and in Experimental Science.
John Ferguson Steele, in Experimental Science.
Jns. Denham Osborne, in Logic, Metaphysics, and Political Economy.

Second Honour Class.

William Calwell, in Biological Science.
John M'Cosh, in Ancient Classics.
William White, in Experimental Science.

Upper Pass Division.

Robert Thomson.

Passed.

John Johnston.
Charles L. Thomson.
Robert Scott.
Francis O. M. Watters.

Speciali Gratiâ.

John Corey Hall.

GENERAL EXAMINATIONS.

At the close of the Summer Session, 1882.

PRIZEMEN.

BOTANY.

Senior Division.

Biggar, W. G., B.A. (*Hon Men.*)

Junior Division.

Wilson, J. W.
Collier, S. R.
Hall, J. M.
Smyth, T. D. } eq.
Menary, John } eq.
Close, J. K.
Thompson, A. S.

EXPERIMENTAL PHYSICS.

Hall, J. M. } eq.
Smyth, T. D. } eq.
M'Quitty, W. B.
Wilson, J. W.
Close J. K.
Chapman, J. W.

PRACTICAL CHEMISTRY.

Winter Class.

Close, J. K.
Tate, James, M.A.

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Summer Class.

M'Quitty, W. B.
Johnston, John.
Pooler, E. L.
Lewers, Hugh.
Lyttle, J. S.

MEDICAL JURISPRUDENCE.

Tate, G. S.
Brownlee, J. J.
White, William.
Cromie, Thomas, } eq.
Hamilton, W. R. }

MIDWIFERY.

White, William,
Cromie, Thomas.
Swan, S. A. L. } eq.
Dickey, A. A. G. }

Hunter, J. F. }
Lindsay, Alexander, } eq.
M'Donnell, N. J. }

The Degree of Bachelor in Arts.

First Honour Class.

Andrew Buchanan, in Experimental Science.
Alexander Cuthbert, in Biological Science.
James Gregg, in Mathematical Science.
John Joseph Redfern, in Experimental Science.
James Ross, in Mathematical Science.
David Alexander Stewart, in Mathematical Science.
James Tate, in Mathematical Science.

Second Honour Class.

William C. F. Anderson, in Ancient Classics.
James Henry Aston, in Modern Languages.
Daniel Christie Beggs, in Ancient Classics.
Geo. Thos. Cowper, in Logic, Metaphysics, and Political Economy.
Henry Gordon, in Ancient Classics.
William P. Holmes, in Ancient Classics.
Edward M. M'Causland, in Experimental Science.
Hugh R. Scott, in Logic, Metaphysics, and Political Economy.

Upper Pass Division

William G. Bigger.
John F. Gordon.
David Junk.
Josias Mitchell.
Thomas P. Monteath.

Passed.

William Bryars.
Wm. Holmes Hill.
J. Frazer Hurst.
Jos Alexander Hardy.
Wm. John Jamison.
Daniel Manderson.
Frank R. Moore.
Geo. Stewart Moorhead.
Henry Wm. Morrow.
William Orr.
Robert Harper Sproule.
Alex King Stevenson.
Robert James Watts.

First University Examination in Arts.

October, 1881.

First Honour Class.

Andrew Burgess.
Joseph Chambers.
Robert Miller Jones.
John William M'Vicker.
William Weatherup.

Second Honour Class.

Thomas Harrison.
John Johnston.
Joseph Maybin.
David Mooke.
Henry Brown Morell.
Hugh Alex. Oliver.

Upper Pass Division.

Robert Bruce.
Henry G. Jamison.
John Kane.

Passed.

Thomas Cosbie Fulton.
William Jamison.
George H. Henry.
Richd. Cheveley M'Cullegh.
William M'Dowell.
Benj. M. W. M'Mahon.
Samuel Rea M'Neilly.
James M'Turk.
Samuel Matthews.
Arthur James Weir.

Supplementary First University Examination in Arts.

January, 1881.

James Burrows.
John Dewar.
William J. Hill.
William J. J. M'Corstin.
Richard C. MacCulloch.
John M. M'Ilrath.
Hugh M'Kenzie.
Robert J. Miller.
Samuel Pinkerton.
Robert J. Watts.
W. Newell Watts.

Faculty of Law.

The Degree of LL.D.

Hiram Shaw Wilkinson, LL.B.

The Degree of LL.B.

William Smiley, B.A.
James Wilson, B.A.

Faculty of Medicine.

The Degree of Doctor in Medicine.

October, 1881.

First Honour Class

Thomas Sinclair.

Second Honour Class.

William Henry Lendrum.
James Pinkerton
David Semple.

Upper Pass Division.

Warwick Long Child.
James W. B. Hodsdon.
John Kennedy.
William J. R. Knight.
John S. Logan.
Robert W. S. Lyons.
Samuel Macauley.

Passed.

Robert Anderson.
Samuel Connor.
James Craig.
John Dodd.
Charles Dundee.
Alex. John Fleming.
David Forsyth.
Robert Henry.
Samuel W. Johnson.
Edward M'Connell.
Thomas M'Connell.
Robert James M'Cormack.
Beattie M'Farland.
Wahab M'Murray.
John R. M'Neill.
William N. M'William.
William Nelson.
Richard M. Ralph.
Robert Stewart.
George M. Thompson.

June, 1881.

James Minniece.
David T. Monteith, B.A.
John Redmond.
Archibeld C. Robinson.
James Simpson.
John M. Trimble.
Charles H. Wheeler.

The Degree of M.Ch.

October, 1881.

David Taylor Monteath, B.A., M.D.
William Symth, M.D.
John Dodd.
Alex. John Fleming.
Robert Henry.
James W. B. Hodsdon.
John Kennedy.
William Henry Lendrum.
J. Smythe Logan.
Robert W. S Lyons.
Samuel Macaulay.
Robert J. M'Cormack
Wahab M'Murray.
William Nelson.
James Pinkerton.
David Semple
Thomas Sinclair.
Robert Stewart.
Geo. Matthew Thompson.

June, 1881.

Robert Alexander, M.D.
Richard Camphell, M.D.
W. Naunton Davies, M.D.
James B. White, M.D.
Joseph Anderson, M.D.
James Minniece.
John M. Trimble.
Charles H. Wheeler.

Diploma in Midwifery.

October, 1881.

James Minniece, M.D.
David Taylor, M.D.
Warwick L. Child.
Samuel Connor.
John Kennedy.
William H. Lendrum.
J. Smythe Logan.
Robert J. ManCormack.
James Pinkerton.
Richard M. Ralph.
David Semple.
Thomas Sinclair.
Geo. Matthew Thompson.

June, 1881.

W. Naunton Davies, M.D.
James B. White, M.D.
John Redmond.

Second University Examination in Medicine.

October, 1881.

First Honour Class.

Isaac Crawford.

Second Honour Class.

Henry Massey.
James Meek.

Upper Pass Division.

Joseph John Brownlee.
Stewart Carse.
R. W. Henderson.
Cherles Heanen.
James Lennox.
Marcus Moore Loudon.
James A. M. Macaulay.
Richard James Purdon.
George Scott Tate.
Barnett Wilson.
Samuel Wilson.

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Passed.

Robert Adams.
Edward C. Bigger.
James Browne.
Archibald A. G. Dickey.
John Ellison.
James Gingles.
John Bass Grahnm.
James Hamilton.
Edward B. Hazleton.
James Ross Irwin.
William J. Longhrey.
William R. A. M'Alister.
Matthew M'Auley.
James Alex. M'Bride.
James M'Caull.
Samual Maekey.
James C. Martin, D.A.
Hugh S. Morrison.
James M Orr.
Robert J. Orr.
Francis William R. Scott.
W. J Shannon.
R. Stanford Smith.
James Taylor

June, 1881.

Robert Abraham.
Henry Anderson, M.A.
Alfred V. Browne.
James W. Elliott.
David Peter Gaussen
Robert D. Given.
Samuel Graham.
William Graham.
William Robert Hamilton.
Alfred W. Hawthorne.
James Fullerton Hunter.
Thomas A. B. Kane.
Andrew Ledlie
Alexander Lindsay.
George M'Clean.
William J. M'Farland.
S. J. Moore.
Archibald Roulston.
John M Savage.
William Tweedie.
Robert S. Wadsworth.
James Wilson

First University Examination in Medicine.

October, 1881.

First Honour Class.

Robert Crawford.
James Shaw Lyttle.

Second Honour Class.

Thomas Grainger.
William A. Wheeler.

Upper Pass Division.

John St. Clair Boyd.
Edward Leslie Pooler.

Passed.

Samuel Alexander.
Thomas L. F. Armitage.
John Barron.
James Best.
Arthur Blackwood
Ephrnim Jas Chancellor.
James Curragh.
John R. Davison, B.A.
Shuldham H Dunlop.
Jas. Dalrymple Graham.
James Wm. Harbinson.
James T Harvey.
Stephen R. Haworth.
Charles J. Humphries.
Samuel Honter.
J. P. R Jamison.
James Johnston.
George Alex. Junk.
William Kirk.
Hugh Lowers.
David Moore Lindasy.
James M'Master
James Morwood.
Robert Pottierew.
John T. Shaw.
Frederic Chas. Sinclair.
William Usher.

June, 1881.

A. O'Reilly Blackwood.
James A Cherrie.
Isaac Crawford.
John Duncan.
Robert English.
James C. Ferguson.
James C. Fitzsimmons.
Andrew W. Fyffe.
William Gordon.
William G. Gray.
Patrick G Griffith.
Henry Johnson.
David Junk.
Hugh Logan.
Alexander M'Donnell.
Nicholas J. M'Donnell.
Joseph B. M'Kay
R. J. MacNamara.
Donald C. Martin, D.A.
James Morrison.
Robert W. Morrow.
Edward H. Mullin, B.A.
James Nesbitt,
Fletcher B. Porter.
Wm. Jackson Richardson.
Norman Smyth.
Robert H Sproule.
Alex. King Stevenson.
John Caldwell Thomas.
Robert S. Thompson.
George R. Young.

SCHOOL OF CIVIL ENGINEERING.

The Degree of Bachelor in Engineering.

First Honour Class.

William Robinson.

Passed.

William Augustus Kyle.
Joseph Moyman.
Thomas William Roscingreve.

Supplementary First University Examination in Engineering.

January, 1881.

William A. Kyle.

UNIVERSITY PRIZES.

Prizes for English Composition.

Thomas Harrison.
Daniel Manderson.

Exhibitions awarded at the First University Examination in Arts.

Robert Miller Jones, First from Queen's College, Belfast, and best answerer in Ancient Classics.
Joseph Chambers, Second from Queen's College, Belfast, and one of two equal best answerers in Mathematical Science.
John William M'Vicker, one of two equal best answerers in Mathematical Science.

Exhibition awarded at the First University Examination in Medicine.

Robert Crawford, First.

Prizes awarded at Matriculation in Session 1880–81.

Herbert D Darbishire, First in English Composition, Belfast
John E. Campbell, First in Geometry, Belfast.
Robert Parke, Second in English Composition, Belfast.
Thomas M'Anlis, Second in Geometry, Belfast.

Degrees conferred on Students of Queen's College, Belfast, by the Senate of the Queen's University in Ireland, at its last Meeting, on February 1, 1882.

The Names are arranged alphabetically.

Honorary Degrees.

William George Aston, M.A., Consular Service in Japan. The honorary degree of D.LIT.
David M. Barbour, B.A., Financial Secretary to the Government of India. The honorary degree of D.LIT.
David G Barkley, M.A., Judge in the North-West Provinces, India. The honorary degree of LL.D
Professor John J. Charles, M.A., M.D. The honorary degree of D.SC.
Professor James Cuming, M.A., M.D. The honorary degree of D SC.
Professor Robert Donnell, M.A. The honorary degree of LL.D.
Edward Gardiner, LL.B. The honorary degree of LL.D.
Robert Hart, M.A., Inspector-General of Imperial Maritime Customs, China. The honorary degree of LL.D.
William Hoey, M.A., Indian Civil Service. The honorary degree of D.LIT.
Hugh Hyndman, LL.B. The honorary degree of LL.D.
Professor Joseph Larmor, M.A., Senior Wrangler of the University of Cambridge, 1880. The honorary degree of D.SC.
John R. Leehody, M.A., Professor of Mathematics and Natural Philosophy in the Magee College, Derry The honorary degree of D.SC.
Rev. Matthew Leitch, M.A., Professor of Biblical Criticism, Assembly's College, Belfast. The honorary degree of D.LIT.
Robert A. M'Call, M.A. The honorary degree of LL.D.
Sir William MacCormac, M.A., M.CH. The honorary degree of D.SC.
Professor John M'Kane, M.A. The honorary degree of LL.D.
George Macloskie, M.A., Professor of Natural Science, University of Princeton, U.S.A. The honorary degree of D SC.
James M'Master, M.A., Professor of Ancient Classics, Magee College, Derry. The honorary degree of D LIT.
Hans M'Mordie, M.A. The honorary degree of LL.D
William K. M'Mordie, M.D., Examiner in the University. The honorary degree of M CH.
Rev. William Todd Martin, M.A. The honorary degree of D.LIT.
J. Edwin C. Munro, D.A., LL.B. The honorary degree of LL.D.
Rev. Andrew C. Murphy, M.A. The honorary degree of D.LIT.
Aylward O'B O'Conor, D A. The honorary degree of LL.D
Professor John Park, M.A. The honorary degree of D LIT.
Rev. Francis Pottierow, D.A. The honorary degree of D LIT.
Andrew M. Porter, D.L., M.P., Solicitor-General. The honorary degrees of M.A. and LL.D.
Leslie S. A. Porter, M.A., Assistant Secretary to Government, N. W. Provinces, India. The honorary degree of LL D.

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James Johnston Shaw, M.A., sometime Whately Professor of Political Economy, University of Dublin. The honorary degree of LL.D.

Thomas Sinclair, M.A. The honorary degree of D.LIT.

Edward Stack, M.A., Indian Civil Service. The honorary degree of LL.D.

Ordinary Degrees.

The Degree of Doctor in Laws.

William John Anderson, LL.B., 1880, graduated in Arts and Law with Honors.

Joseph Corkey, LL.B., 1859, Barrington Lecturer, by competition, graduated in Arts with Honors.

Adam Duffin, LL.B., 1864, graduated in Arts with Honors.

William Weir Hamilton, LL.B., 1871, graduated in Arts with Honors.

Thomas Henry, LL.B., 1854, graduated in Law with Honors.

Thomas D. Ingram, LL.B., 1853, Law Studentship, Inns of Court, London, by competition, sometime Professor of Law and Jurisprudence, Presidency College, Calcutta, graduated in Arts and Law with Honors.

John M'Parland, LL.B., 1859, graduated in Arts and Law with Honors.

James Russell, LL.B., 1874, Consular service in China, by competition, graduated in Arts and Law with Honors.

Henry Thynne, LL.B., 1873, formerly Sub-Inspector of Constabulary, by direct appointment, graduated in Arts and Law with Honors.

The Degree of Master in Arts.

James M'L. Abernethy, graduated B.A. with Honors, in 1854.

David O. Adams, graduated B.A. with Honors, in 1873.

Samuel Agnew, graduated B.A. with Honors, in 1868.

William C. F. Anderson, graduated B.A. with Honors, in 1881.

Thomas J. Andrews, graduated B.A. with Honors, in 1876.

Robert James Arnold, graduated B.A. with Honors, in 1855.

James Henry Aston, graduated B.A. with Honors, in 1881.

John C. Aston, graduated B.A. with Honors, 1868.

Arthur Henry Bates, graduated B.A. with Honors, 1874.

Wilhan Beatty, graduated B.A. with Honors, in 1875.

Daniel C. Beggs, graduated B.A. with Honors, in 1881.

William John Bell, graduated B.A. with Honours, in 1876.

James Birkmyre, Civil Service of India, by competations graduated B.A. with Honours, in 1861.

Andrew Buchanan, graduated B.A. with Honours, in 1881.

David Buick, Civil Service of India, by competition, graduated B.A. with Honours, in 1862.

Alexander Cameron, graduated B.A. with Honours, in 1880.

Joseph W. R. Campbell, graduated B.A. with Honours in 1874.

James M. Carlile, graduated B.A. with Honours, in 1866.

James Chambers, graduated B.A. with Honours, in 1879.

Joseph W. Chestnut, graduated B.A. with Honours, in 1860.

Arthur P. Cleary, graduated B.A. with Honours, in 1860.

Thomas B. Colher, graduated B.A. with Honours, in 1878.

Charles C. Connor, graduated B.A. with Honours, in 1860.

Stewart E. Cooney, graduated B.A. with Honours, in 1879.

George T. Cowper, graduated B.A. with Honours, in 1881.

S. Glasgow Crawford, graduated B.A. with Honours, in 1877.

Edward Cuming, graduated B.A. with Honours, in 1873.

Alexander Cuthbert, graduated B.A. with Honours, in 1881.

Robert Foster Dill, graduated B.A. with Honours, in 1879.

Samuel Dill, Head Master Grammar School, Manchester, graduated B.A. with Honours, in 1864.

Adam Duffin, graduated B.A. with Honours, in 1862.

Robert Erwin, graduated B.A. with Honours, in 1880.

Samuel M'D. E. Fleming, graduated B.A. with Honours, in 1865.

Samuel M'C. Forsyth, graduated B.A. with Honours in 1865.

Henry Gordon, graduated B.A. with Honours, in 1881.

Hugh C. Graham, graduated B.A. with Honours, in 1856.

James Gregg, graduated B.A. with Honours, in 1881.

Joseph Hall, graduated B.A. with Honours, in 1875.

Robert J. Hamill, graduated B.A. with Honours, in 1874.

Alexander Hamilton, Inspector of National Schools, by competition, graduated B.A. with Honours, in 1860.

George Hanson, graduated B.A. with Honours, in 1878.

Richard Henry, graduated B.A. with Honours, in 1868.

George J. L. Hodges, B.A. 1864, Consular Service of Japan, by competition, recommended by Committee of Senate.

Wm. P. Holmes, graduated B.A. with Honours, in 1881.

Robert Wood Hughes, graduated B.A. with Honours, in 1878.

Thomas D. Ingram, Law Studentship, Inns of Court, London, by competition, afterwards Professor of Law and Jurisprudence, Presidency College, Calcutta, graduated B.A. with Honours, in 1853.

James Watson Jamison, graduated B.A. with Honours, in 1866.

John N. Jordan, Consular Service, by competition, graduated B.A. with Honours, in 1873.

Hugh Smiley Kane, Geological Survey of India, graduated B.A. with Honours, in 1860.

Charles Albert Keighley, graduated B.A. with Honours, in 1879.

William Kennedy, graduated B.A. with Honours, in 1873.

Robert Kirkpatrick, graduated B.A. with Honours, in 1875.

Hugh Lennon, graduated B.A. with Honours, in 1879.

John M'Callum, graduated B.A. with Honours, in 1866.

Samuel M'Cartney, graduated B.A. with Honours, in 1869.

Edward M. M'Causland, graduated B.A. with Honours, in 1881.

Andrew R. B. M'Kay, graduated B.A. with Honours, in 1877.

Adam J. M'Elwaine, graduated B.A. with Honours, in 1874.

Robert A. H. M'Farland, graduated B.A. with Honours, in 1880.

Joseph T. M'Gaw, sometime Professor of Logic, Belles-Lettres, and Rhetoric, Magee College, Derry, graduated B.A. with Honours, in 1861.

John M'Hang, graduated B.A. with Honours, in 1877.

David M'Keown, graduated B.A., with Honours, in 1877.

James M'Keown, graduated B.A. with Honours, in 1876.

Robert James M'Morlie, graduated B.A. with Honours, in 1870.

James Watt M'Ninch, graduated B.A. with Honours, in 1874.

George M'Watters, Civil Service of India, by competition graduated B.A. with Honours, in 1860.

Donald Cargill Martin, graduated B.A. with Honours, in 1880.

Henry A. Mathers, graduated B.A. with Honours, in 1877.

William Maylin, Head Master, Bargh School, Kirkcaldy, graduated B.A. with Honours, in 1873.

Joseph A. Millar, Assistant Professor, Owens College, Manchester, graduated B.A. with Honours, in 1855.

William John Millar, graduated B.A. with Honours, in 1881.

James Milling, graduated B.A. with Honours, in 1858.

Samuel H. Monroe, graduated B.A. with Honours, in 1873.

Hugh H. Moore, graduated B.A. with Honours, in 1860.

John H. Moore, graduated B.A. with Honours, in 1858.

H. Carmichael Moore, graduated B.A. with Honours, in 1877.

William Moran, graduated B.A. with Honours, in 1875.

George Joseph Morris, graduated B.A. with Honours, in 1871.

William John Mulligan, Civil Service of India, by competition, graduated B.A. with Honours, in 1858.

William K. Murphy, B.A., 1867, recommended by Committee of Senate.

Alfred A. J. Nesbitt, Professor M.A.O. College, Aligarh, India, graduated B.A. with Honours, in 1878.

Turner Barrett Oliver, graduated B.A. with Honours, in 1879.

David Parke, graduated B.A. with Honours, in 1876.

David R. Parke, Civil Service of India, by competition, graduated B.A. with Honours, in 1859.

George G. Parkinson, graduated B.A. with Honours, in 1874.

Francis Pettigrew, graduated B.A. with Honours, in 1855.

John S. Porter, Civil Service of India, by competition, graduated B.A. with Honours, in 1858.

Samuel Prenter, Barrington Lecturer, by competition, graduated B.A. with Honours, in 1868.

Richard F. Quinton, graduated B.A. with Honours, in 1868.

John Joseph Redfern, graduated B.A. with Honours, in 1881.

Alfred H. Rentoul, graduated B.A. with Honours, in 1872.

James Ross, graduated B.A. with Honours, in 1881.

James B. Sayers, graduated B.A. with Honours, in 1878.

Hugh Robert Scott, graduated B.A. with Honours, in 1881.

John Seath, graduated B.A. with Honours, in 1861.

Richard Seaver, graduated B.A. with Honours, in 1880.

Robert Seeds, B.A. 1857, recommended by Committee of Senate.

Robert Hugh Semple, graduated B.A. with Honours, in 1880.

Hugh M'L. Smith, Civil Service of India, by competition, graduated B.A. with Honours, in 1866.

John Anderson Smith, graduated B.A. with Honours, in 1853.

William J. Smith, graduated B.A. with Honours, in 1865.

David Alexander Stewart, graduated B.A. with Honours, in 1881.

James Tate, graduated B.A. with Honors, in 1881.

David A. Taylor, graduated B.A. with Honors, in 1868.

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Isaac Thompson, graduated B.A. with Honors, in 1867.
John Bruce Wallace, graduated with Honors, in 1874.
Thomas Wallace, graduated B.A. with Honors, in 1872.
William Watters, graduated B.A. with Honours, in 1877.
Isaac Weir, graduated B.A. with Honours, in 1864.
Edward A. White, graduated B.A. with Honours in 1874.
J. Douglas Williams, graduated B.A. with Honours in 1872.
James R. D. Williamson, graduated B.A. with Honours, in 1677.
George Wilson, graduated B.A. with Honours, in 1863.
John Wilson, Civil Service of India, by competition, graduated B.A. with Honors, in 1857.
Matthew Wylie, graduated B.A. with Honors, in 1869.
John Young, graduated B.A. with Honors, in 1868.
Samuel Young, graduated B.A. with Honours, in 1866.

THE DEGREE OF MASTER IN ENGINEERING.

Alexander Arbuthnot Barker, graduated B.E. with Honors, in 1877.
Thomas Beatty, Diploma 1864, Public Works of India, by competition, recommended by Committee of Senate.
John S. Beresford, Diploma, 1865, Public Works of India, by competition, recommended by Committee of Senate.
Robert Coey, graduated B.E. with Honors, in 1875.
James R. A. Ferguson, graduated B.E. with Honors, in 1875
John M. Fisher, graduated B.E. with Honors, in 1875.
John Horan, graduated B.E. with Honors in 1874.
Daniel M'Kee, graduated B.E. with Honors, in 1671.
Hugh Giffin M'Kinney, Public Works of India, by competition, recommended by Committee of Senate.
James Hall Martin, Surveyorship, Demerara, graduated B.E. with Honors, in 1868.
John Bell Millar, Royal Engineers, by competition, graduated B.E. with Honors, in 1668.
Nathaniel F. Napier, graduated B.E with Honors, in 1880.
James Perry, County Surveyor, Ireland, by competition, graduated B.E. with Honors, in 1873.
John Perry, some time Professor of Engineering, Tokio, Japan, graduated B.E. with Honors, in 1870.
John James O. Ramsey, graduated B.E. with Honors, in 1879.
Henry Riddell, graduated B.E. with Honors, in 1879.
Wm. Robinson, graduated B.E. with Honors, in 1881.
William Robert Shaw, graduated B.E. with Honors, in 1878.
Alexander M'Dowal Sproule, graduated B.E. with Honors, in 1876.
John B. Wallace, Diploma with Honors of First Rank, in 1866.
George Francis West, graduated B.E. with Honors, in 1872.
Alexander Wilson, Diploma with Honors of First Rank, in 1874.
James Wilson, graduated B.E. with Honors, in 1867
Robert Wilson, graduated B.E. with Honors, in 1872.

THE DEGREE OF BACHELOR IN ENGINEERING.

W. Stewart Cather, received Diploma in 1861.
James Craig, received Diploma in 1858.
Robert Haire, received Diploma in 1858.
James Heron, received Diploma in 1860.
William M'Cleery, received Diploma in 1860.
John M'Curdy, received Diploma in 1868.
Echlin Molyneux, received Diploma in 1861
William Mooro, received Diploma in 1867.
William F. C. Purdon, received Diploma in 1865.
Conway Scott, received Diploma in 1864.
Albert Verner, received Diploma in 1658.
J. F. W. Wardhangh, received Diploma in 1864.
Thomas J. Willans, received Diploma in 1859.

XII. If any title such as "Associate" is conferred upon Students by the authorities of the College, when the regulations in reference to such title came into force, and how many Students have had it conferred upon them, indicating whether such Students have taken any University Degree.

The title of "Associate in Arts" is conferred upon Students by the authorities of the College.

The regulations in reference thereto came into force on 8th June, 1882.

Twelve Students have been admitted to the Diploma, of whom seven have taken University Degrees (in the Royal University).

XIII.—TABLE of FEES PAYABLE by the STUDENTS in the SEVERAL FACULTIES, 1883-4.

FEES.

Matriculation Fee, 10s.

This fee is not required from Students admitted ad eundem.

College Fee, payable by every Student (Matriculated or Non-Matriculated), 10s.

Scholars are exempted from the payment of one moiety of the class fees for the courses prescribed by the Council, but this exemption does not extend to the fees for Honor Lectures.

Candidates for Scholarships are required to pay to the Bursar, in addition to the College Fee, the class fees payable by Scholars in their respective courses, before they can be admitted to the Examinations.

All students not Scholars, Matriculated or Non-Matriculated, must pay the whole of the fees before their names can be entered on the class-rolls.

TABLE of FEES PAYABLE by STUDENTS attending CLASSES. Each re-attendance on the same course, half fees, except as noted in second column.

Greek,	£2	0	0			
Latin,	2	0	0			
English Language and Literature,	2	0	0			
French,	2	0	0			
German,	2	0	0			
History,	2	0	0			
Logic,	2	0	0			
Metaphysics,	2	0	0			
Political Economy,	2	0	0			
Mathematics,	2	0	0			
Zoology and Botany,	£2	0	0			
Mineralogy and Geology,	2	0	0			
Geometrical Drawing,	2	0	0			
Mechanical Drawing,	2	0	0			
Engineering,	2	0	0			
Office and Field Work,	2	0	0			
Mathematical Physics,*	2	0	0			
Experimental Physics,*	2	0	0			
Natural Philosophy applied,	2	0	0			
The Law of Property,	2	0	0			
Jurisprudence,	2	0	0.			
Equity and Bankruptcy,	2	0	0			
Civil Law,	2	0	0			
Common and Criminal Law,	2	0	0			
Law of Evidence and Pleading,	2	0	0			
Constitutional, Colonial, and International Law,	2	0	0			
Medical Jurisprudence,	2	0	0			
Chemistry,	2	0	0			
Practical Chemistry,	3	0	0	£3	0	0
Anatomy and Physiology,	3	0	0	2	0	0
Practical Anatomy,	3	0	0	3	0	0
Practical Physiology and Histology,	3	0	0	3	0	0
Materia Medica,	2	0	0			
Practice of Medicine,	2	0	0			
Practice of Surgery,	2	0	0			
Midwifery,	2	0	0			
An Honour Class in any Subject,	2	0	0	2	0	0
†Fee for Diploma of Associate in Arts,				£1	0	0
Operative Surgery,	£1	0	0	1	0	0

* If the classes of Mathematical Physics and Experimental Physics in the Second Year are taken together, the fee for both is £2.
† Comes into force June, 1884.

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No. 3.

QUEEN'S COLLEGE, CORK.

Returns in Answers to Queries submitted by the Queen's Colleges (Ireland) Commission.

I. (1.) List of the Matriculated Students of the Royal University now reading in the College the course for the First University Examination in Arts, specifying how many of these Students are also reading the course for the First University Examination in Medicine.

Note.—It is impossible to furnish a return strictly in accordance with the terms of the demand of the Commissioners.

The Lectures given in the College are generally arranged to provide the instruction required by Students preparing for the Examination of the Royal University, while other instruction also may be given.

When a Student has passed already an Examination of the Royal University it may be assumed, although it is not necessarily known, that he is preparing for the next Examination in order, and he is accordingly so entered.

Again, Students may be attending courses of Lectures suited to prepare them in one or more of the subjects to be taken up at a coming Examination of the Royal University, while they may be reading other subjects privately. Such Students are classed under the head of that Examination.

Buckley, William J.
Day, Ed. R.
Healy, J. J. C.
Kelleher, William; also in Medicine.
Junkson, James.
O'Meara, William J.; also in Medicine
O'Regan, Matthew J.; also in Medicine.
Smyth, Joseph C.
Smith, J. B.
Tracy, James J.
Welply, William H.
Wood, William Archd.

I. (2.) List of Students of the Royal University who have passed the First University Examination, and are now reading in the College the course for the Second University Examination in Arts.

Note—See Note at head of I. (1.)

Gash, Richard Henry.
Healy, William; also in Medicine.
Juncey, George W.; also in Medicine.
Lockhart, John D.
Obre, George S.
Riordan, Jeremiah.
Williams, E. P.

I. (3.) List of the Students of the Royal University who have passed the Second University Examination and are now reading in the College the course for the B.A. Examination.

Note.—See Note at head of I. (1).

Corcoran, John Henry.
Crawford, Fred. J.; also in Medicine.
Dunlea, William J.
Hughes, Henry C.; also in Law.
Johnson, John D. A.; also in Law.
Keogh, John Amb.; also in Medicine.
Lynch, Ed. D.
Mulcahy, Cornelius.
Smith, D. R. P.
Walker, Samuel.

I. (4.) List of the Students of the Royal University who have passed the B.A. Examination, and are now reading in the College the course for the M.A. Examination.

Note.—See Note at head of I. (1).

There are no Lectures given in the College specially intended to prepare candidates for the Examinations for the Degree of M.A.

I. (5.) List of Students now reading any course of Arts in the College who are not Matriculated Students of the Royal University, pointing out those who are Students of any other University.

Note.—See Note at head of I. (1).

Allsom, Edward W.
Ambrose, Jeremiah.
Fitzgerald, Martin.
Hayes, Patrick George.
Jones, William H.
O'Sullivan, Patrick J.
Scott, William.

II. (1.) List of the Matriculated Students of the Royal University who are now reading in the College the course for the First University Examination in Medicine.

Note.—See Note at head of I. (1).

Barr, James.
Bradshaw, Frank.
Carey, Jeremiah J.
Connell, John.
Corcoran, John Henry.
Duffin, R. J.
Gilberson, Henry M.
Griffin, John J.
Healy, William.
Hennessy, E. R.
Hickie, Thomas.
Jenney, G. William.
Jennings, Pierce.
Kelleher, William.
M'Donald, John A.
Maunsell, Henry B.
Maynard, James Payne.
Murphy, Daniel J.
O'Callaghan, Daniel, B.A.
O'Meara, William J.
O'Regan, Matthew J.
O'Sullivan, James M.
Peirce, George.
Perrott, F. jun.
Pope, Stanley.
Roche, Thomas F.
Sealy, F. L., B.A.
Smith, G. W. F.
Terry, Paul.
Thuillier, James F.
Turner, Christopher.
Ward, Thomas M'N.
Crawford, F. J.
Gash, Thomas.

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The following Students, who were Matriculated Students of the late Queen's University, are therefore Matriculated Students of the Royal University. They have not yet passed the First University Examination in Medicine, and it is not known whether they propose to do so or to seek some other qualification.

Barry, William J. M.
Bernal, John.
Cade, Sidney E.
Collins, Michael.
Connolly, Timothy.
Cooke, Nicholas G.
Coppinger, John S.
Coppinger, W. J
Cotter, David John.
Cotter, John
Cramer, Jocelyn Henry.
Cumming, Alexander.
Curran, William A.
Curtin, Eugene.
Evans, Fennell
Fox, William.
French, A. R.
Garde, Godfrey E.
Hackett, Edward H.
Hassett, Denis
Hawkesworth, Edward F.
Haynes, Ab.
Hennessy, D. A.
Hughes, Richard E
Hurley, Jeremiah F.
Kelly, James W.
Long, Richard W.
M'Dermott, James.
M'Grath, M. B.
M'Sweeny, E. G
M'Swiney, John J.
Meade, John
Meade, William G.
Moynihan, Jeremiah John.
Murphy, Edward.
O'Leary, John.
O'Leary, Patrick J.
O'Sullivan, E. F.
Richey, Joseph M.
Tisdall, John E.
Gallagher, Jeremiah P.

II. (2.) List of the Students of the Royal University who have passed the First University Examination in Medicine, and are now reading, in the College, the course for the Second University Examination in Medicine.

Note.—See Note at head of I. (1.)

Aherne, James.
Attridge, John.
Burke, Patrick J.
Burke, Roger B.
Byrne, R. P.
Cahill, Patrick J.
Callaghan, Thomas.
Clifford, James
Connor, J. R T.
Corbett, H. R.
Crowley, Daniel.
Davidson, Richard R.
Davis, William H.
Enright, Thomas J.
Fitzgerald, Maurice.
Foley, Maurice.
Griffin, Edward.
Hackett, William
Harley, H.
Hayes, William B.
Keogh, John Ambrose.
Lender, Charles R.
MacMahon, Thomas S.
M'Sweeny, William.
Mangan, James.
Mannix, Patrick F.
Murphy, Daniel
Murphy, Michael J.
Murphy, William N., B.A.
Murray, William.
Nixon, R. W.
Obre, John W.
O'Brien, P. J.
Obre, Thomas.
O'Callaghan, Timothy.
O'Clery, Lawrence.
O'Connell, Maurice.
O'Connor, Joseph.
O'Donnell, Henry.
O'Keeffe, Daniel J.
O'Leary, Denis.
Orr, John J.
O'Riordan, Timothy.
Ronayne, Bartholomew J.
Runciman, Nathaniel H.
Russell, William D., B.A.
Scott, George E.
Seely, R. J. B.
Sisk, Maurice.
Spencer, Richard H.
Townsend, F. E.
Wagner, Richard H.
Webster, George A., B.A.
White, William W., B.A.
Young, Richard T.

II. (3.) List of the Students of the Royal University who have passed the Second University Examination in Medicine, and are now reading, in the College, the course for the Degree of M.B.

Note.—See Note at head of I. (1.)

Barry, Jerome.
Blackall, Patrick.
Bradley, Cornelius.
Bradley, James
Briand, William S. H.
Carr, Howard.
Cleary, Patrick J.
Condon, Richard T.
Connery, Maurice.
Cooke, Charles J.
Corbett, John N.
Corkery, Timothy.
Cotter, Patrick G.
Crooke, Warren R. D.
Cummins, Henry A.
Curtin, Michael H.
Dwyer, Thomas M.
Dunlea, Michael P.
Fogerty, W. A., M.A.
Fogerty, J. S
Fuller, George.
Foote, George Henry.
Foote, Richard E.
Flynn, Denis J.
Guiseni, J.
Gorsuch, R. B., B.A.
Greene, Edward.
Haines, John F.
Hawkins, William R.
Henessy, Daniel
Kearney, John.
Lane, Daniel T.
Lynch, John J.
M'Carthy, Michael.
MacDonald, Charles J., B.A.
M'Gragh, C. J, B.A.
M'Swiney, Morgan, B.A.
Megner, James F.
Massey, John B.
Moore, John, B.A.
Nagle, James J.
Nash, Albert T.
O'Brien, John J.
O'Doherty, Cornelius.
O'Halloran, Michael.
O'Mahony, Daniel J.
Ryan, Jeremiah.
Tresihan, Frederick J.
Whitelegge, William A., B.A.
Wolfe, A. W.
Wolfe, R. I.

II. (4.) List of the Students of the Royal University who have passed the Examination for the Degree of M.B., and are now reading, in the College, the course for the Degree of M.D.

None.

II. (5.) List of Students now reading any course of Medicine in the College who are not Matriculated Students of the Royal University, pointing out those who are Matriculated Students of any other University.

Allen, Vernon.
Barry, David.
Byrne, Eugene.
Cahill, Edward
Carroll, Edmond R.
Casey, Michl. T., R.C.S. Dub.
Conran, Patrick A.
Curry, James F.
Dalton, John P.
Daly, Charles J.
Daly, Jer. J., R.C.S., Dubln.
Daunt, J. William.
Demery, William N.
Dunne, John.
Foley, Patrick D.
Hanley, John J.
Harty, Joseph T.
Healy, Michael J.
Heard Francis George.
Hilliard, Ephraim.
Hodder, F. E.
Horan, Daniel.
Hurley, James
Howe, George B., T.C.D.
Kearney, W. B., R.C.S., Dub.
Kenny, F. J., Calcutta Univ.
Langley, Wm J., R.C.S., Dub.
Lee, Philip George.
Levis, George T.
Longfield, Mountiford.
Lyons, John F., Dub Univ.
M'Pherson, John W. C.
May, Philip James, Oxon.
Mellish, Percy B. S.
Morris, James S.
Murphy, Francis.
Murray, James A.
Nagle, Thomas.
Nolan, Bryan J.
O'Connell, John P.
O'Connor, John W.
O'Donovan, John J.
O'Sullivan, John J.
O'Sullivan, Jeremiah J.
Power, Pierce.
Pratt, John R. H.
Prendiville, Thomas John.
Riordan, Denis.
Rohan, Daniel.
Ryan, Edmond W.
Saunders, John H.
Sheehan, Thomas A.
Sheedy, Patrick J
Walsh, John J.

III. (1.) List of the Matriculated Students of the Royal University who are now reading in the College the Course for the Degree of LL.B.

Note.—See note at head of I. (1.)

Austen, Henry.
Hughes, Henry C.
Johnson, John D., A.
Powell, R. A.

III. (2.) List of the Matriculated Students of the Royal University who have obtained the Degree of LL.B. and are now reading in the College the Course for the Degree of LL.D.

No lectures are given in College specially preparing Candidates for the Degree of LL.D.

III. (3.) List of the Students now reading any Course of Law in the College who are not Matriculated Students of the Royal University, pointing out those who are Matriculated Students of any other University.

Archer, Alexander, B.A., Cantab. | Evans, Charles J. | Murphy, John P.

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IV. (1.) List of the Matriculated Students of the Royal University who are now reading in the College the Course for the First Professional Examination in Engineering.

NOTE.—See note at head of I. (1.)

Conyers, T. G.	Ross, William.
Peard, William H.	Walker, Robert.

IV. (2.) List of the Matriculated Students of the Royal University who have passed the First Professional Examination in Engineering and are now reading in the College the Course for the Second Professional Examination.

NOTE.—See note at head of I. (1.)

Farrington, William W.	Smyth, James S.
O'Flynn, T. P.	Langley, John.

IV. (3.) List of the Students of the Royal University who have passed the Second Professional Examination in Engineering and are now reading in the College the Course for the Degree of B.E.

NOTE.—See note at head of I. (1.)

Edwards, William B.	Porter, James.
Moore, William Harley, M.A.	Tuckey T. W. T.
Mulcahy, John F.	

IV. (4.) List of the Students of the Royal University who have obtained the Degree of B.E. and are now reading in the College the Course for the Degree of M.E.

None.

Such Students should be in an Engineers' Office, not in a College.

IV. (5.) List of the Students now reading any Course of Engineering in the College and who are not Matriculated Students of the Royal University, pointing out those who are Students of any other University.

Foster, John F.	O'Hanlon, Robert.	Penrose, Frank Phil.
O'Grady, Standish.	O'Neill, A. H.	Ryan, George R.

V. (1.) The names of all the Students of the College who have gained a Scholarship in the Royal University distinguishing those now reading in the College.

None.

V. (2.) The names of all the Students of the College who have gained an Exhibition of the Royal University, distinguishing those now reading in the College, and specifying in each case how many Exhibitions he gained, what each Exhibition was worth, and at what Examination it was awarded.

1882.

M'Sweeny, William, £15 First Arts University.	Gorsuch, R. B., . £20 Second Medical.
*Evans, George D., . £50 B A. Examination.	*Banks, James W., First Class Honours, B.E. Examination (Late Queen's University Course).
*Hosford, Benjamin, £40 Second Medical.	*(No money Prize or Exhibition attached to this Honour as had been done by the late Queen's University.)*
Kearney, John, . £20 Second Medical.	

1883.

Keogh, John Ambrose, £15 First Medical.	*Moynahan, William J., £25 M.D. Examination.
Bradley, James, . £40 Second Medical.	*Sheedy, John, . £25 M.D. Examination.
Bradley, Cornelius, £20 Second Medical.	Moore, William H., £40 Second Engineering Professional. *(Disqualified by University standing.)*
Porter, James, . £40 Second Engineering Professional.	M'Sweeny, William, £15 First Medical.
*O'Shaughnessy, M. M., £20 Second Engineering Professional. Also in Galway).	

V. (3.) The names of all the Students now reading in the College who have gained Scholarships or Exhibitions of the College; specifying in each case the duration of each Scholarship or Exhibition, the date at which it was awarded, its value in money, and the amount of Fees remitted to the Student holding it, stating also in each case whether or not the Student gaining the Scholarship or Exhibition was a Matriculated Student of the Royal University.

NAME.	Whether in Royal University.	Title of Scholarship	Date of gaining Scholarship.	Value.	Amount of Fees remitted.	Duration of Scholarship in Years.
				£	£ s. £	
Ambrose, Jeremiah,	—	1st Arts Scholarship,	1883	24	4 0	1
Archer, Alexander,	Cambridge.	1st Law Scholarship,	,,	20	2 0	1
Mackail, Patrick,	R. U.,	1st Medical Exhibition,	1880	12	—	1
Bradley, Cornelius,	,,	3rd Years' Medical Scholarship,	1883	25	4 10	1
Do.,	,,	2nd ,, Exhibition,	1882	12	—	1
Bradley, James,	,,	3rd Years' Medicine Scholarship,	1883	25	4 10	1
Do.,	,,	2nd Years' Medical Exhibition,	1882	13	—	1
Buckley, William J.,	,,	1st Year's Arts Scholarship,	1881	24	4 10	1

* Those marked (*) are not now reading in the College.

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V. (3)—*continued.*

Name.	Whether in Royal University.	Title of Scholarship.	Date of gaining Scholarship.	Value.	Amount of Fees remitted.	Duration of Scholarship in Years.
				£	£ s. £	
Connery, Maurice,	R. U.,	4th Years' Medicine Scholarship,	1883	28	3 3	1
Do.,	„	4th Medical Exhibition,	1882	16	—	1
Do.,	„	3rd „ „	1881	16	—	1
Do.,	„	2nd „ „	1880	0	—	1
Connor, J. R. T.,	„	2nd „ „	1883	12	—	1
Do.,	„	1st Year's Medicine Scholarship,	1882	25	3 13	1
Do.,	„	2nd Years' Arts Scholarship,	1880	24	3 10 and 4	2
Do.,	„	1st Year's „ „	1879	24	4 10	1
Conyers, F. S. Grady,	„	1st Year's Engineering Exhibition,	1883	16	—	1
Crooke, W. R. D.,	„	1st Year's Medical Exhibition,	1880	6	—	1
Corcoren, John Henry,	„	2nd Years' Arts Scholarship,	1882	24	3 10 and 4	2
Do.,	„	1st Year's „ „	1881	24	4 16	1
Crawford, F. J.,	„	2nd Years' „ „	1882	24	3 10 and 4	2
Do.,	„	1st Year's „ „	1881	24	4 10	1
Daffin, R. J.,	„	1st Year's Medicine Scholarship,	1883	25	3 10	1
Do.,	„	1st Year's Arts Scholarship,	1883	24	3 10	1
Dunlea, Michael P.,	„	3nd Years' Medicine Scholarship,	„	33	5 10	1
Do.,	„	1st Year's Medical Exhibition,	1881	12	—	1
Dunlea, William J.,	„	1st Year's Arts Scholarship,	„	24	4 10	1
Evans, C. J.,	„	1st Year's Law Exhibition,	1883	16	—	1
Evans, Geo. D.,	„	Senior Scholarship, Arts,	1883	40	—	1
Do.,	„	„ „	1882	40	—	1
Do.,	„	2nd Years' Arts Scholarship,	1880	24	3 10 and 4	2
Do.,	„	1st Year's „ „	1879	24	4 10	1
Fleming, F. W.,	„	Senior Exhibition, Arts,	1883	20	—	1
Do.,	„	2nd Years' Arts Scholarship,	1881	24	3 10 and 4	2
Do.,	„	1st Year's „ „	1880	24	4 10	1
Fogerty, William A.,	„	Senior Scholarship, Arts,	1880	40	—	1
Gash, Richard Henry,	„	1st Year's Arts Scholarship,	1883	24	3 3	1
Gorsuch, R. B.,	„	Senior Exhibition, Arts,	1882	16	—	1
Do.,	„	1st Year's Medicine Exhibition,	1880	25	3 10	1
Do.,	„	2nd Years' Arts Scholarship,	1878	24	3 10 and 4	2
Do.,	„	1st Year's „ „	1877	24	4 10	1
Haines, J. Finch,	„	3rd Medical Exhibition,	1883	13	—	1
Hayes, P. George,	„	1st Year's Arts Scholarship,	„	24	4 0	1
Hennessy, Edward R.,	„	Senior Scholarship, Arts,	„	40	—	1
Do.,	„	2nd Years' Arts Scholarship,	1881	24	3 13 and 4	3
Do.,	„	1st Year's „ „	1880	24	4 13	1
Hughes, Henry C.,	„	2nd Years' „ „	1882	24	3 10 and 4	3
Jackson, James,	„	1st Year's „ „	1883	24	4 0	1
Jenney, George W.,	„	2nd Years' „ „	„	24	3 10	3
Do.,	„	1st Year's „ „	1883	24	3 13	1
Kearney, John,	„	4th Years' Medicine Scholarship,	1883	28	2 3	1
Do.,	„	3rd „ „	1883	25	4 13	1
Do.,	„	2nd „ „	1881	28	3 13	1
Keogh, John Ambrose,	„	2nd „ „	1883	28	3 13	1
Lockhart, J. D.,	„	2nd Years' Arts Scholarship,	„	24	0 10	3
Do.,	„	1st Year's „ „	1882	24	3 10	1
Lynch, E. D.,	„	2nd Arts Scholarship,	1882	24	3 10 and 4	3
Do.,	„	1st „ „	1881	24	4 13	1
Lynch, J. J.,	„	1st Year's Medicine Scholarship,	1878	25	5 10	1

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V. (3.)—*continued.*

Name.	Whether in Royal University.	Title of Scholarship.	Date of gaining Scholarship.	Value.	Amount of Fees remitted.	Duration of Scholarship in Years
				£	£ s. £	
M'Donald, C. J.,	R. U.,	2nd Arts Scholarship,	1880	24	3 10 and 4	2
M'Gragh, C. J.,	„	2nd Years' Arts Scholarship,	„	24	3 10 and 4	2
Do.,	„	1st Year's „ „	1879	24	4 10	1
M'Sweeny, William,	„	„ „ „	1881	24	4 10	1
Do.,	„	1st Year's Medicine Scholarship,	1882	26	5 10	1
Do.,	„	2nd Years' Medicine „	1883	26	5 0	1
M'Swiney, J. J.,	„	2nd Years' Arts Scholarship,	1881	24	3 10 and 4	2
Magner, J. F.,	„	3rd Years' Medical Exhibition,	1882	6	—	1
Moore, John,	„	2nd Years' Arts Scholarship,	1879	24	3 10 and 4	2
Moore, William H.,	„	3rd Years' Engineering Scholarship,	1883	26	2 10	1
Do.,	„	Senior Exhibition, Arts,	1882	10	—	1
Do.,	„	2nd Years' Arts Scholarship,	1879	24	3 10 and 4	2
Mulcahy, Cornelius,	„	„ „ „	1882	24	3 10 and 4	2
Do.,	„	1st Year's Arts „	1881	24	4 10	1
Murphy, John P.,	„	2nd Years' Law „	1883	20	2 0	1
Do.,	„	1st Year's Law Exhibition,	1882	12	—	1
Murphy, W. N.,	„	1st Year's Arts Scholarship,	1879	24	4 10	1
Mulcahy, J. F.,	„	2nd Years' Engineering Scholarship,	1882	26	4 10	1
Do.,	„	1st Year's Engineering „	1881	20	5 0	1
Obre, Thomas,	„	1st Year's Medicine Scholarship,	„	25	5 10	1
Do.,	„	2nd Years' Arts „	1880	24	3 10 and 4	1
Do.,	„	1st Year's Arts „	1879	24	4 10	1
Obre, George S.,	„	2nd Years' Arts „	1883	24	3 10	2
Do.,	„	1st Year's Law „	1882	20	2 0	1
O'Callaghan, Daniel,	„	1st Year's Medicine „	1883	26	4 10	1
Do.,	„	2nd Years' Arts „	1881	24	3 10 and 4	2
Do.	„	1st Year's „ „	1883	26	4 10	1
O'Doherty, Cornelius,	„	4th Medical Exhibition,	1883	12	—	1
O'Riordan, Timothy,	„	2nd Arts Exhibition,	1878	8	—	1
Peard, William H.,	„	1st Engineering Scholarship,	1882	20	6 0	1
Pearson, Rev. H. H.,	„	Senior Arts Exhibition,	1883	10	—	1
Porter, James,	„	2nd Years' Engineering Scholarship,	1882	20	3 10	1
Do.,	„	1st Year's Engineering Exhibition,	1881	12	—	1
Riordan, Jeremiah,	„	2nd Years' Arts Scholarship,	1883	24	3 10	2
Smith, D. R. P.,	„	Senior Scholarship, Arts,	1883	40	—	1
Do.,	„	2nd Years' Arts Scholarship, double,	1881	48	3 10 and 4	2
Do.,	„	1st Year's „ „ „	1880	48	4 10	1
Tracey, James J.,	„	1st Year's „ „	1882	24	3 10	1
Trenlien, E. J.,	„	1st Year's Medical Exhibition,	1880	10	—	1
Walker, Robert,	„	1st Year's Engineering Scholarship,	1883	20	0 0	1
Walker, Samuel,	„	2nd Years' Arts Scholarship,	1882	24	3 10 and 4	2
Do.,	„	1st Year's „ „	1880	24	4 10	1
Ward, Thomas M'N.,	„	1st Year's Medical Exhibition,	1883	10	—	1
Waiply, William H.,	„	1st Year's Arts Scholarship,	„	24	3 10	1
Whitelegge, W. W.,	„	Senior Scholarship, Arts,	1882	40	—	1
Williams, Edward P.,	„	2nd Years' Arts Scholarship,	1883	24	3 10	2
Do.,	„	1st Year's „ „	1882	24	3 10	1
Williams, M. P.,	„	2nd Years' Medicine Scholarship,	„	26	3 10	1
Wood, William E.,	„	Senior Scholarship, Arts,	1883	30	—	1
Do.,	„	2nd Years' Arts Scholarship,	1881	24	3 10 and 4	2
Do.,	„	1st Year's „ „	1883	24	4 10	1

Note.—Students whose names are in italics do not hold Scholarships in the present Session. Messrs. Fleming, Evans, Pearson, and Wood, have been granted leave of absence during the present Session.

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VI. (1.) The number of Students who competed in each of the last five Academical years for the five Entrance Scholarships in Literature (£24 each for one year), and the number of such Scholarships awarded.

Year	Number of Competitors.	Number of Scholarships Awarded.
1879,	8	3
1880,	5	4
1881,	5	4
1882,	2	2
1883,	2	1

VI. (2.) The number of Students who competed in each of the last five Academical years for the five Entrance Scholarships in Science (£24 each for one year), and the number of such Scholarships awarded.

Year.	Number of Competitors	Number of Scholarships Awarded.	Number of Exhibitions Awarded.
1879,	7	6	—
1880,	18	6	1
1881,	14	6	—
1882,	10	5	—
1883,	7	5	—

VI. (3.) The number of Students who competed in each of the last five Academical years for the five Scholarships of the second year in Literature (£24 each for two years), and the number of such Scholarships awarded.

Year.	Number of Competitors.	Number of Scholarships Awarded.
1879,	7	5
1880,	3	3
1881,	3	4
1882,	4	3
1883,	4	3

VI. (4.) The number of Students who competed in each of the last five Academical years for the five Scholarships of the second year in Science (£24 each for two years), and the number of such Scholarships awarded.

Year	Number of Competitors.	Number of Scholarships Awarded.
1879,	6	5
1880,	5	4
1881,	7	5
1882,	6	4
1883,	6	6

VI. (5.) The number of Students who competed in each of the last five Academical years for the seven Senior Scholarships (£40 each for one year), and the number of such Scholarships awarded.

Year.	No. of Competitors.	No. of Scholarships awarded.	No of Exhibitions awarded.
1879,	16	7	—
1880,	10	7	—
1881,	10	6	2
1882,	13	6	3
1883,	8	4	2

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VII. The number of Students who entered the College in each of the Academical years 1882-3 and 1883-4, stating how many of these Students, in each year, passed the Matriculation Examination of the Royal University, how many are not Matriculated Students of any University, and how many are not Matriculated Students of the College.

NEW MATRICULATED STUDENTS.

1882–3.

Matriculated in the Royal University in 1882,	14
Matriculated afterwards in 1883 in Royal University,	5
	19
Formerly Matriculated in Queen's University, Ireland,	4
Matriculated in other Universities,	2
*Not Matriculated Students in any University,	30
	55
*New Non-matriculated Students,	16
Total,	71

1883–4.

Matriculated in the Royal University,	30
Matriculated in other Universities,	2
	32
*Not Matriculated in any University,	21
	53
*New Non-matriculated Students,	14
Total,	67

VIII. (1.)

—	1877–8.			1878–9.			1879–80.			1880–1.			1881–2.		
	New Matriculated Students.	New Non-Matriculated Students.	Total.	New Matriculated Students.	New Non Matriculated Students.	Total.	New Matriculated Students.	New Non-Matriculated Students.	Total.	New Matriculated Students.	New Non Matriculated Students.	Total.	New Matriculated Students.	New Non Matriculated Students.	Total.
Faculty of Arts,	18	4	22	22	3	28	23	5	28	24	1	99	26	3	29
Faculty of Law,	3	2	5	3	7	4	–	1	1	2	–	2	4	1	3
Faculty of Medicine,	49	5	54	47	5	52	50	10	60	70	10	80	80	17	100
School of Engineering,	9	–	9	15	4	19	16	–	16	4	–	4	16	–	16
Total,	75	19	90	87	17	104	80	16	105	109	11	120	126	21	167
Deduct entering in two Faculties,	–	–	–	–	–	–	–	–	–	–	–	–	3	–	3
Net Total,	–	–	–	–	–	–	–	–		–	–	–	*123	21	154

* Of these Five had been Non-Matriculated in the previous Session.

VIII. (2.)

It will be necessary to vary slightly the term of these returns to the following:—

2. Number of Students *on the College Books* in each of the Five Academical Years previous to 1882–3, classified according to Faculties, and distinguishing Matriculated from Non-Matriculated Students.

—	1877–8.			1878–9.			1879–80.			1880–1.			1881–2.		
	Matriculated Students.	Non-Matriculated Students.	Total.	Matriculated Students.	Non-Matriculated Students.	Total.	Matriculated Students.	Non-Matriculated Students.	Total.	Matriculated Students.	Non-Matriculated Students.	Total.	Matriculated Students.	Non-Matriculated Students.	Total.
Faculty of Arts,	68	4	69	67	4	71	69	6	76	69	6	73	74	4	78
Faculty of Law,	6	6	16	6	6	6	6	2	7	4	–	4	6	1	7
Faculty of Medicine,	156	16	171	190	16	176	170	21	197	230	10	240	279	23	302
School of Engineering,	20	–	96	26	4	30	29	–	29	21	–	21	35	–	65
Gross Total,	242	19	261	259	30	289	273	29	308	324	19	343	394	28	422
Deduct No. attending Lectures in two Faculties,	4	–	6	6	–	5	6	.	6	16	–	16	20	–	20
True Total,	238	–	287	254	66	260	271	–	606	308	19	327	674	28	402

* For details see No. 8, post, p. 406.

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IX NAMES of STUDENTS of QUEEN'S COLLEGE, CORK, who obtained DEGREES, DIPLOMAS, and HONORS, at the University Commencements, in June and October, 1882.

FACULTY OF ARTS.

DEGREE OF M.A.

James Cagney, ... Second Honor Class in Logic, Metaphysics, and Political Economy.

Passed.

Thomas N. Dunscombe.

DEGREE OF B.A.

George D. Evans, . First Honor Class in Mathematical Science. Exhibition of £50.
John Richard Tarrant Connor. Second Honor Class in Logic, Metaphysics, and Political Economy.
Canice J. M'Gragh, . Second Honor Class in Biological Science.
Charles J. M'Donald, . Second Honor Class in Ancient Classics.
Wm. Westropp White, . Second Honor Class in Biological Science.
William A. Whiteleggo, Second Honor Class in Biological Science.

Passed.

Michael R. Breen.
Charles P. Daly.
Lee M'K Fleming.
Michael J. M'Enery.
Wm. Norman Murphy.
Humphrey H. Pearson.
Geo. Arthur Webster

SECOND UNIVERSITY EXAMINATION.

David R. P. Smith, . . First Class Honors in Greek.
Second Class Honors in Logic.
Second Class Honors in Mathematical Physics.
Wm. E. Wood, . . . Second Class Honors in Logic.

Passed.

James Bremner.
Richard Robert Davidson.
Frederick W. Fleming.
Edmund Russell Hennessy.
Francis J. M'Cotter.
Daniel O'Callaghan.
Francis Ludlow Sealy.
John Stewart.

FIRST UNIVERSITY EXAMINATION

William M'Sweeny, . Second Class Honors in Greek.
Second Class Honors in Latin.
Second Class Exhibition £15.

FACULTY OF MEDICINE.

DEGREE OF M.D.

Frederick E. Adams, . . Second Honor Class.
Charles W. Allport, . . Upper Pass Division.
Walter S. Barnes, . . . Upper Pass Division.
Michael Kelly, . . . Upper Pass Division.
William O'Keeffe, . . . Upper Pass Division.
J. M. Prendergast, . . . Upper Pass Division.

Passed.

Percy Allport.
Henry E. Brown.
Thomas Cahill.
Anthony B. Chambers.
Timothy Joseph Crowley.
Pierce Joseph Daly.
Patrick Joseph Gallwey.
William Good
John C. Hackett.
William Edward Hadden.
Henry Aylmer Haines.
Charles James Holmes.
J. M'Cambridge.
John Mortlock Phillips.
Geo Atkins Rountree.
Arthur W. Sandford.
James M. F. Shine.
John W. Williams.

DEGREE OF M.CH.

Percy Allport.
Walter S. Barnes.
Thomas Cahill.
Anthony B. Chambers.
Timothy J. Crowley.
Charles Daly.
Pierce Joseph Daly.
Patrick J. Gallwey.
John C. Hackett.
William Edward Hadden.
Henry Aylmer Haines.
Charles J. Holmes.
William Kelly.
Daniel Lehane
J. M'Cambridge.
Matthias O'Keeffe.
William O'Keeffe.
J. M. Prendergast.
George A. Rountree.
Arthur W. Sandford.
James M. F. Shine.
John W. Williams.
Charles Wiseman.

DIPLOMA IN OBSTETRICS.

Frederick E. Adams.
Charles W. Allport.
Percy Allport.
Thomas Cahill
Anthony B. Chambers.
Timothy J. Crowley.
Pierce J. Daly.
Patrick J. Gallwey.
John C. Hackett.
William Edward Hadden.
Henry Aylmer Haines.
Charles J. Holmes.
William O'Keeffe.
J. M. Prendergast.
George A. Rountree.
Arthur W. Sandford.
James M. F. Shine.
Charles Wiseman.

SECOND UNIVERSITY EXAMINATION.

Benjamin Hosford, . . First Honor Class.
First Class Exhibition £40.
John Kearney, . . . Second Honor Class.
Second Class Exhibition £20.
Richard B. Gorsuch, . Second Honor Class.
Second Class Exhibition £20.
George Frend, . . . Upper Pass Division.
Thomas Keays, . . . Upper Pass Division.
J. J. Lynch, . . . Upper Pass Division.
Frederick J. Tresilian, . . Upper Pass Division.
Michael J. Whitty, . . Upper Pass Division.

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Passed.

Patrick Blackall.
John Welply Bullen.
John C. S Burkett.
James Cagney.
Howard Carr.
Edward Reny Coffey.
Patrick G. Cotter.
Cecil S. Cronin.
Warren R. D. Crooke.
Eugene Crowley.
Maurice H. Curtin.
Denis J. Flynn.
John S. Fogerty.
George Henry Foote.
Richard E Foote.
Edward Greene.
Michael C. Hannan.
Maurice H. Hannigan.
William Robert Hawkins.
Charles Hayden.
Daniel Hennessy.
Samuel R. Hunter.
Daniel Lee.
Philip Augustine M'Carthy.
Alexander M'Donnell.
James P. Magner.
Bartholomew J. Mangan.
Stephen E. M. Moxly.
William J. Moynahan.
Michael O'Brien.
James O'Connell.
Michael O'Halloran.
William O'Keeffe.
Daniel O'Mahony.
James Joseph Prendergast.
Matthew Purcell.
Patrick Quinlivan.
Augustine B. Ryan.
Jeremiah Ryan.
Denis Sheahan.
John Sheedy.
Edward Copley Ward.
Charles Greaves Woods.

Passed in Six Subjects.

Charles James Cooke. | Heslop Laird Pearson.

FIRST UNIVERSITY EXAMINATION.

Jerome Barry, . . . Upper Pass Division.
Cornelius Bradley, . . . Upper Pass Division.
James Bradley, . . . Upper Pass Division.
M. P. Williams, . . . Upper Pass Division.

Passed.

James Ahern.
Henry T. Barry.
Roger B. Burke.
Patrick J. Cahill.
Thomas Callaghan.
Patrick J. Cleary.
Charles J. Cooke.
Henry R. Corbett.
Timothy Corkery.
Henry Alfred Cummins.
Jeremiah H. Curtin.
Charles Francis Daly.
William Henry Davis.
William Demery.
Michael Patrick Dunles.
Thomas Joseph Enright.
Maurice Foley.
Edward Griffin.
John Finch Haines.
Henry Harley
Thomas Keays
Daniel T. Lane.
Charles J. Macdonald.
Thomas Stephen MacMahon.
James Richard Mangan.
John Meenan.
Martin Maloney.
Daniel Murphy.
Michael J. Murphy.
Albert Thomas Nash.
Robert William Nixon.
Joseph O'Connor.
Patrick Joseph O'Hara.
Daniel Joseph O'Keeffe.
Malachi Joseph Robinson.
Maurice Sisk.
Richard Henry Spencer.
Richard Henry Wagner
James Joseph Walsh.
William A. Whitelegge.
Alleyn William Wolfe.
Robert Inglewood Wolfe.
Richard Thomas Young

SCHOOL OF ENGINEERING.

DEGREE OF B.E.

James W. Banks, ... First Honor Class.

Passed.

John D. Evans.
Francis V. Johnson.
John Kenny.
Edward A. O'Keeffe.
James Thompson.

SECOND PROFESSIONAL EXAMINATION.

Francis Hartigan, ... Upper Pass Division.

Passed.

John Frederick Fogerty.

FACULTY OF ARTS.

DEGREE OF M.A.

Evans, George D., . . . No Honors *offered* at this Examination.

DEGREE OF B.A.

Sealy, Francis L., . . . First Honor Class in Biological Science.

Passed.

Austen, Henry.
Byrne, Richard P.
Davidson, Richard R.
Fleming, Frederick W.
O'Callaghan, Daniel.
Wood, William E.

SECOND UNIVERSITY IN ARTS.

Lynch, Edward D., . . . Second Class Honors in Greek.
O'Donnell, William, . . . Second Class Honors in Mathematics.
Keogh, John A., ... Second Class Honors in Biology.

Passed.

Corcoran, John Henry.
Crawford, Frederick J.
Dunler, William John.
Hughes, Henry E.
Johnson, John D. A.
Mulcahy, Cornelius.
Pollock, James A.
Walker, Samuel.

FIRST UNIVERSITY IN ARTS.

Lockhart, John D., . . . Second Class Honors in Mathematics.

Passed.

Duffin, Robert J.
Gash, Richard Henry.
Jenney, George William.
Naughten, Thomas.
Williams, Edward P.

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Faculty of Medicine.

Degree of M.D.

Moynahan, William J.,	Second Class Honors Exhibition, £25.
Sheedy, John,	Second Class Honors Exhibition, £25.
Barter, William,	Upper Pass Division.
Cagney, James,	Upper Pass Division.
Swanton, James H.,	Upper Pass Division.

Passed.

Atterbury, Walter.	Johnston, George J. W.	O'Connell, James.	Sexton, Michael J.
Barry, Robert.	Kelly, Richard E.	O'Mahony, Daniel.	Thompson, R. G.
Bolster, John.	Lane, Isaac R.	Prendergast, W. E. D.	Tooker, Francis G.
Bullen, John Welply.	MacMahon, Jeremiah.	Quinlivan, Patrick.	Ward, Edward Copley.
Hall, Richard Henry.	Mangan, Bartholomew.	Scanlan, Stephen.	Woods, Charles Greaves.

Degree of M.B.

Passed.

Lee, Daniel.

Degree of M.Ch.

Adams, Frederick E., M.D.	Good, William.	Moynahan, William J.	Sheedy, John.
Allport, C. W., M.D.	Hall, Richard H.	Nenion, John A.	Swanton, James H.
Barter, William.	Kelly, Michael, M.D.	O'Mahony, Daniel.	Thompson, Robert G.
Bolster, John.	Kelly, Richard E.	Prendergast, William C. D.	Tooker, Francis G.
Brown, Henry E.	Lane, Isaac R.	Quinlivan, Patrick.	Ward, Edward Copley.
Bullen, John Welply.	MacMahon, Jeremiah.	Scanlan, Stephen.	Woods, Charles Greaves.
Cagney, James.	Mangan, Bartholomew.	Sexton, Michael J.	

Diploma in Obstetrics.

Barter, William.	Kelly, Michael, M.D.	O'Connell, James.	Sexton, Michael J.
Bolster, John.	Kelly, Richard Edm.	O'Mahony, Daniel.	Sheedy, John.
Cagney, James.	Lane, Isaac R.	Prendergast, William E. D.	Swanton, James H.
Good, William, M.D.	Mangan, Bartholomew.	Quinlivan, Patrick.	Tooker, Francis G.
Hall, Richard H.	Moynahan, William J.	Scanlan, Stephen.	Woods, Charles, G.
Johnston, George J. W.			

Second University Examination in Medicine.

Bradley, James,	First Class Honors Exhibition, £40.
Bradley, Cornelius,	Second Class Honors Exhibition, £20.
M'Gragh, Canice J.,	Upper Pass Division.
Nixon, Robt. W.	Upper Pass Division.

Passed.

Berry, Jerome.	Dunlea, Michael Patrick.	M'Swiney, Horgan.	O'Brien, John J.
Briand, William S. H.	Dwyer, John W.	MacDonald, Charles J.	O'Hara, Patrick J.
Clarke, Joseph, jun.	Fogerty, William A.	Massey, John B.	O'Mahony, Daniel J.
Cleary, Patrick Joseph.	Fuller, George.	Moloney, Martin.	Whitelegge, William A.
Corbett, John N.	Haines, John F.	Moore, John.	Williams, Michael P.
Corkery, Timothy.	Lane, Daniel T.	Nagle, James J.	Wolfe, Alleyne W.
Cummins, Henry A.	M'Carthy, Michael.	Nash, Albert T.	Wolfe, Robert J.
Daly, Charles F.	M'Gragh, E. P.		

First Examination in Medicine.

Keogh, John A.,	Second Class Honors Exhibition, £15.
MacSweeney, William,	Second Class Honors Exhibition, £15.
O'Sullivan, Edward F.,	Upper Pass Division.

Passed.

Burke, Patrick J.	Hayes, William B.	O'Callaghan, T. J.	O'Riordan, Timothy.
Byrne, Richard P.	Leader, Charles R.	O'Clery, Laurence.	Orr, John J.
Connor, John R. T.	Obre, John W.	O'Connor, James Kelly.	Runcimen, Nathaniel Hy.
Fitzgerald, Maurice.	Obre, Thomas.	O'Leary, Denis.	Townsend, Francis E.
Hackett, William.			

School of Engineering.

Degree of B.E.

Passed.

Fogerty, J. Frederick. | Hartigan, Francis C

Second Professional Examination in Engineering.

Moore, William Harley,	First Class Honors (Disqualified by University Standing for Exhibition).
Porter, James,	First Class Honors Exhibition, £40.
O'Shaughnessy, M. M., (Also at Galway.)	Second Class Honors Exhibition, £20.

Passed.

Edwards, William B.	Pollock, James A.
Mulcahy, John F.	Tuckey, T. W. Townshend.

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X. Tables for the five years preceding the Academic Year 1882–83, of the Students of the College who passed Examinations in the Queen's University, with the Degrees, Diplomas, Prizes, &c., awarded.

Faculty of Arts.

	1877.	1878.	1879.	1880.	1881.
Degree of M.A.—					
With First Class Honors,	1	–	–	1	–
With Second Class Honors,	2	–	2	1	2
Upper Pass Division,	1	–	2	–	2
Passed,	–	–	–	–	1
Total,	4	–	4	2	5
Degree of B.A.—					
With First Class Honors,	–	–	2	2	4
With Second Class Honors,	–	2	2	2	5
Upper Pass Division,	2	1	3	2	2
Passed,	1	4	5	2	6
Total,	3	7	12	8	17
First University Examination—					
First Honor Class,	2	2	2	1	1
Second Honor Class,	1	2	–	2	1
Upper Pass Division,	–	–	3	4	4
Passed,	4	12	9	8	12
Total,	7	16	14	15	18

Faculty of Law.

Degree of LL.D.,	1	–	–	–	–

Faculty of Medicine.

Degree of M.D.—					
First Honor Class,		1	1	1	1
Second Honor Class,		–	–	1	1
Upper Pass Division,		1	1	1	3
Passed,		10	16	15	17
Total,	14	12	18	18	22
Degree of M.Ch.,	12	10	12	17	19
Diploma in Midwifery,	10	9	11	7	14
Second University Examination in Medicine—					
First Honor Class,	1	1	1	3	2
Second Honor Class,	1	1	1	2	1
Upper Pass Division,	3	2	4	1	5
Passed,	18	28	20	22	27
Total,	23	32	26	28	35
First University Examination in Medicine and postponed subjects—					
First Honor Class,	–	2	1	–	–
Second Honor Class,	–	–	3	1	–
Upper Pass Division,	–	1	–	2	–
Passed,	34	36	35	32	56
Total,	34	39	39	35	56

School of Engineering.

Degree of B.E.—					
First Honor Class,	–	–	–	–	–
Second Honor Class,	–	–	2	1	1
Upper Pass Division,	1	–	–	–	1
Passed,	4	2	2	1	2
Total,	5	2	4	2	4
First University Examination in Engineering—					
First Honor Class,	–	–	–	–	–
Second Honor Class,	–	2	–	1	2
Upper Pass Division,	–	1	1	1	4
Passed,	3	1	1	1	3
Total,	3	4	2	3	9

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Year 1878. One Student obtained the Peel Exhibition, £20 a year, for three years, at First University Examination in Arts.
One Student obtained the Peel Exhibition, £15 a year, for three years, at First University Examination in Arts.
One Student obtained the Peel Exhibition, £15 a year, for two years, at First University Examination in Medicine.
Year 1879. One Student obtained the Peel Exhibition, £20 a year, for three years, at First University Examination in Arts.
One Student obtained the Peel Exhibition, £15 a year, for three years, at First University Examination in Arts.
One Student obtained the Peel Exhibition, £15 a year, for two years, at First University Examination in Medicine.
One Student obtained the Peel Prizes in Composition, open to the competition of Graduates and Undergraduates.
Year 1880. One Student obtained the Peel Exhibition, £20 a year, for three years, at First University Examination in Arts.
Year 1881. One Student obtained the Peel Exhibition, £20 a year, for three years, at First University Examination in Arts.

XI. (1), XI. (2). The information asked for under this head cannot be given further than it has already been given in the returns under heads I. (1), to IV. (5).

XII. If any such title as "Associate" is conferred upon Students by the authorities; when the regulations in reference to such title came into force; and how many Students have it conferred upon them—indicating whether such Students have taken any University Degree.

A resolution was passed by the Council of the College in March, 1882, directing that Matriculated Students in any of the Faculties who shall satisfactorily complete the recommended course of that Faculty should have their names permanently retained on the books of the College under the title of Associate.

This resolution does not apply to Students who have taken a University Degree, their names being retained under the title of their degree on the books of the College, and Associates who afterwards take a degree have had the degree substituted for this title.

At the present time the names of twelve Associates appear in the Calendar.

XIII. Table of Fees payable by the Students in the several Faculties.

Faculty of Arts.

First Year.

Any four of the following:—	£ s. d.	£ s. d.		£ s. d.
English (one Term),	1 0 0			
Greek,	2 0 0			
Latin,	2 0 0			
A modern Continental Language,	2 0 0			
Mathematics (First Course),	2 0 0			
Experimental Physics,	2 0 0			
College Fees,	0 10 0	8 10 0	or	7 10 0

Second Year.

Any four of the following:—				
Logic (one Term),	1 0 0			
Natural Philosophy,	2 0 0			
Greek (2nd Course),	2 0 0			
Latin (2nd Course),	2 0 0			
A modern Continental Language (2nd Course),	2 0 0			
Mathematics (2nd Course),	2 0 0			
English (2nd Course),	2 0 0			
Chemistry,	2 0 0			
College,	0 10 0	8 10 0	or	7 10 0

Third Year.

Any four of the following:—

Greek, Latin, English, History, Modern Continental Language Logic, Metaphysics, Political Economy, Jurisprudence, Mathematics, Natural Philosophy, Chemistry, Practical Chemistry, Zoology and Botany, Mineralogy, Geology, and Physical Geography, the Class Fee in each case being £2.

Total Class and College Fees, . . £8 10s.

School of Engineering.

First Year.

	£ s. d.	£ s. d.
Mathematics,	2 0 0	
Chemistry,	2 0 0	
Modern Continental Language,	2 0 0	
Experimental Physics,	2 0 0	
Geometrical Drawing,	2 0 0	
Office Work,	2 0 0	
College Fee,	0 10 0	
		12 10 0

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Second Year.

	£ s. d.	£ s. d.		£ s. d.
Mathematics (2nd Course),	2 0 0			
Mathematical Physics,	2 0 0			
Mineralogy, Geology, and Physical Geography,	2 0 0			
Civil Engineering,	2 0 0			
Office Work,	2 0 0			
Or, if attended in 1st Year,	1 0 0			
College Fee,	0 10 0	10 10 0	or	9 10 0

Third Year.

Natural Philosophy, Applied,	2 0 0			
Civil Engineering,	2 0 0			
Office Work,	2 0 0			
Or, if previously attended,	1 0 0			
College Fee,	0 10 0	6 10 0	or	5 10 0

Faculty of Law.

First Year.

	£ s. d.	£ s. d.
English Law,	2 0 0	
Jurisprudence,	2 0 0	
College Fee,	0 10 0	
		4 10 0

Second Year.

English Law,	2 0 0	
Civil Law,	2 0 0	
College Fee,	0 10 0	
		4 10 0

Third Year.

English Law,	2 0 0	
College Fee,	0 10 0	
		2 10 0

Faculty of Medicine.

First Year.

	£ s. d.	£ s. d.		£ s. d.		£ s. d.
Practical Anatomy,	3 0 0					
Chemistry,	2 0 0					
Zoology and Botany,	2 0 0					
Any two of the following:—						
Greek, Latin, French,	} 4 0 0	5 0 0	or	6 0 0		
Mathematics,						
English and Experimental Physics,						
College Fee,	0 10 0					
		11 10 0	or	12 10 0	or	13 10 0

Second Year.

Anatomy and Physiology,	3 0 0	
Practical Anatomy,	3 0 0	
Practical Chemistry,	3 0 0	
Materia Medica,	2 0 0	
College Fee,	0 10 0	
		11 10 0

Third Year.

Anatomy and Physiology,	2 0 0	
Practical Anatomy,	3 0 0	
Surgery,	2 0 0	
Midwifery,	2 0 0	
College Fee,	0 10 0	
		9 10 0

Fourth Year.

Practice of Medicine,	2 0 0	
Medical Jurisprudence,	2 0 0	
Operative Surgery,	2 0 0	
College Fee,	0 10 0	
		6 10 0

The above are the Courses recommended to Students by the College, but they are not compulsory except to scholars, and in the Faculty of Medicine scholars are allowed to vary them by the leave of the Council.

Students can also attend any further Courses of Lectures that they wish, on paying the regulated Class Fee of Two Pounds, and for a second attendance in the same Course One Pound, except in the case of Practical Anatomy and Practical Chemistry, in which the Class Fee is always Three Pounds, and Anatomy and Physiology in which the Class Fee for a first attendance is Three Pounds and for a re-attendance Two Pounds.

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No. 4.

QUEEN'S COLLEGE, GALWAY.

Returns in Answer to Queries submitted by the Queen's Colleges (Ireland) Commission.

I. (1.) A list of the Matriculated Students of the Royal University now reading, in the College, the course for the First University Examination in Arts, specifying how many of these Students are also reading the course for the First University Examination in Medicine:—

James Keers.	Andrew R. Davidson.	Joseph J. Loftus.	Mosca H. Cowan.	13
James F. Graham.	William M'E. Meeke.	Charles W. Dugan.	*Andrew C. Gregg.	
Robert J. Campbell.	Nicholas J. M. Hession.	James M. Keegan.	John P. Gannon.	
Edwin Hegan.				

* This student attended the Second Year Classes, and read the course for the Second Year University Examination, but he Matriculated in the Royal University only last October, and is expected to go forward to First Year Examination, the work for which he specially prepared last year.

(2.) A list of the Students of the Royal University who have passed the First University Examination, and are now reading, in the College, the course for the Second University Examination in Arts:—

Michael J. Jordan.	Arthur J. Benson.	†David Card.	†Daniel M'Coy.	12
William A. Clarke.	John Martin.	†John R. M'Connell.	†M. C. Gannon.	
Alexander M'Afee.	John Humphreys.	John F. Ward.	†W. H. Jack.	

† These Students Matriculated in the Queen's University in Ireland, but are by Act of Parliament Students of the Royal University, having been Matriculated before foundation of letter.

(3.) A list of the Students of the Royal University who have passed the Second University Examination, and are now reading, in the College, the course for the B.A. Examination:—

George Gillespie.	William Moody.	Henry Carroll.	6
Robert H. Devison.	Robert M'Elney.	John M'Elwee.	

(4.) A list of the Students of the Royal University who have passed the B.A. Examination, and are now reading, in the College, the course for the M.A. Examination:—

Owen J. Shannon.	Sydney L. Maxwell—Exempted from attendance by College Council.	Thomas M'Cune—Exempted from attendance by College Council	5
Henry Smith.		And 2 Seniors exempted.	2
Thomas S. Hogg.			

(5.) A list of the Students now reading any course of Arts in the College, who are not Matriculated Students of the Royal University, pointing out those who are Students of any other University:—

Students—First Year, Arts.

Henry R. Brett, Robert J. Wilson, Henry L. Dowd, Daniel Riordan, Gerald M. Cloherty,	Matriculated Students of Queen's College, Galway, 1883–84.	5
*Observe:—There are four Students whose cases do *not* come under any of the above categories.		4
	Total in Arts,	47

Subject of Section II., Nos. 1, 2, 3, and 4, in Returns previously furnished to Queen's Colleges (Ireland) Commission:—

Number of Students in Faculty of Medicine, Session, 1883–84.		Probable Number preparing for the Examinations of the Royal University.	Probable Number preparing for the Examinations of other Licensing Bodies.
Students of the			
1st year,	14	10	4
2nd year,	10	3	7
3rd year,	9	7	2
4th year,	8	2	6
Totals,	41	22	19

†(5.) We subjoin a list of Matriculated Students of Medicine in this College, distinguishing those who Matriculated in the Royal University:—

First Year.

John C. Bowes, Richard Allan, Joseph Stewart, Edward M'Cormick, Wm. J. Taylor, Robert M'Causland, William M'Callin,	Matriculated in Royal University, 1883.
Gerard J. Pieres, John M'Elwee, Thomas S. Hogg, Henry Smith,	Matriculated in late Queen's University.
John Quigley, Matriculated in Queen's College, Galway, 1883.	
William F. Elliott, Non-Matriculated.	
David Coleman, Non-Matriculated.	

Second Year.

Eaton W. Waters, Matriculated in Royal University, 1883.	
James Hamilton, John W. Fogarty, Patrick Gleeson,	Matriculated in late Queen's University.
William Noble, James S. Reynolds, John Nolan, Charles Doherty, Patrick Callaghan,	Matriculated in Queen's College, Galway, 1882.
Andrew Smith, Matriculated in Queen's College, Galway, 1883.	

* These Students attended only some of the Arts Courses, (2 in first year, and 2 in second year), two Matriculated in the Royal University, and two in this College previous to this Session.

† See Appendix III., B—No. 45, p. 435, for details of the Academic and Professional Progress of Students in this Return.

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Third Year.		*Fourth Year.*	
John J. Curran, John F. Eagleton, Garner Gahan, B.A., John C. Harkin, Andrew M'Grath, John M. Macnamara, B.A., Robert Blanchfield, Joseph Macnamara, John P. Corcoran,	Matriculated Students of the late Queen's University.	Robert J. Macnamara, George A. Waters, John Nixon, Thomas Walsh, James B. Coleman, Martin Semple, Samuel Hunter, Michael T. Collins,	Matriculated Students of the late Queen's University

III. (1.) A list of the Matriculated Students of the Royal University who are now reading, in the College, the course for the Degree of LL.B. :—

Redmond M'Donough, B.A., Thomas E. Nelson, M.A.,	Matriculated in late Queen's University.	John R. Moorhead, B.A., Owen J. Shannon, B.A.,	Matriculated in late Queen's University.

(2.) A list of the Matriculated Students of the Royal University, who have obtained the Degree of LL.B., and are now reading, in the College, the course for the Degree of LL.D.

None.

(3.) A list of the Students now reading any course of Law in the College who are not Matriculated Students of the Royal University, pointing out those who are Matriculated Students of any other University :—

John Conroy, Matriculated in Queen's College, Galway, 1882.	Thomas D. O'Keeffe, Non-Matriculated. Timothy F. Kirwan, Matriculated in late Queen's University.

IV. (1.) A list of the Matriculated Students of the Royal University who are now reading, in the College, the Course of the First Professional Engineering Examination.

Atwell Thompson.

(2.) A list of the Students of the Royal University who have passed the First Professional Examination in Engineering and are now reading, in the College, the Course for the Second Professional Examination.

None.

(3.) A list of the Students of the Royal University who have passed the Second Professional Examination in Engineering and are now reading, in the College, the Course for the Degree of B.E.

Michael M. O'Shaughnessy. Francis J. Lynam.

(4.) A list of the Students of the Royal University who have obtained the Degree of B.E. and are now reading, in the College, the Course for the Degree of M.E.

None.

(5.) A list of the Students now reading any Course of Engineering in the College and who are not Matriculated Students of the Royal University, pointing out those who are Students of any other University.

Pierse M. Dwyer, ...	Matriculated in Queen's College, Galway, 1883.
D. C. Herries, ...	Non-Matriculated.

V. (1.) The names of all the Students of the College who have gained a Scholarship in the Royal University, distinguishing those now reading in the College.

None.

(2.) The names of all the Students of the College who have gained an Exhibition of the Royal University, distinguishing those now reading in the College, and specifying in the case of each Student how many Exhibitions he gained, what each Exhibition was worth, and at what Examination it was awarded.

Sydney L. Maxwell, ...	One Exhibition only, value £20, at Second University Examination in Arts in October, 1882. Exempted from attendance by special permission of College Council.
James Thompson, ...	One Exhibition only, value £20, at Second University Examination in Arts in October, 1882. This Student is not now reading in the College.
William J. Thompson, ...	One Exhibition only, value £25, at the University Examination for the Degree of B.E. in October, 1882. This Student is not reading in the College.
Isaac R. Evans, ...	One Exhibition only, value £40, at Second University Examination in Arts in October, 1883. This Student is not now reading in the College.
William H. Thompson, ...	One Exhibition only, value £50, at the University Examination for the Degree of M.D. in October, 1883. He has attended College this year.
Henry A. Binns, ...	One Exhibition only, value £50, at the University Examination for the Degree of B.E. in October, 1883. This Student is not now reading in the College.
Michael M. O'Shaughnessy, ...	One Exhibition only, value £20, at the University Examination for the Second Professional Examination in Engineering in October, 1883. He is now reading in the College.

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(3.) The Names of all the Students now reading in the College who have gained Scholarships or Exhibitions of the College, specifying in each case the duration of each Scholarship or Exhibition, the date at which it was awarded, its value in money, and the amount of Fees remitted to the Student holding it; stating also, in each case whether or not the Student gaining the Scholarship or Exhibition was a Matriculated Student of the Royal University.

FACULTY OF ARTS.

Name of Student.	Value of Scholarship or Exhibition.	Duration.	Date when awarded.	Value of Fees remitted.	Where Matriculated.
First Year.	£			£	
Charles W. Dogan, Sch. Literary Division,	24	1 Year,	10th Nov., 1883,	5	Royal University, 1883.
William M'E. Meeke, "	24	"	"	5	" "
Joseph J. Loftus, "	24	"	"	5	" "
Nicholas J. M. Hession "	24	"	"	5	" "
Andrew G. Davidson, "	24	"	"	5	" "
Edwin Hogan, Exhibition,	16	"	"	-	" "
James Keers, Sch. Science Division,	24	"	"	5	" 1882.
Henry L. Dowd, "	24	"	"	5	Queen's College, Galway 1883.
Moses H. Cowan, "	24	"	"	5	Royal University, 1883.
James M. Keegan, "	24	"	"	5	" 1882.
Richard J. Campbell, "	24	"	"	5	" 1883.
Second Year.					
William J. Clarke, Sch. Literary Division,	24	2 Years,	8th Nov. 1882,	5	Royal University, 1882.
Arthur J. Benson, "	24	"	"	5	" "
Michael J. Jordan, "	24	"	"	5	" 1881.
Andrew C. Gregg, "	24	"	"	5	" 1883.
Alexander El'Atee, "	24	"	"	5	" 1882.
John Humphreys, Sch. Science Division,	24	"	"	4	" "
John Martin, "	24	"	"	4	" "
David Card, "	24	"	"	4	Queen's University, 1881.
Third Year.					
Robert H. Dowson, Sch. Literary Division, (Awarded in 1882.)	24	1 Year,	3rd Nov. 1882,	-	The late Queen's University in Ireland.
John M'Elwee, " (Awarded in 1882.)	24	"	"	1	
Daniel J. M'Coy, " (Awarded in 1882.)	24	"	"	-	
Wm. C. Gannon, " (Awarded in 1882.)	24	"	"	-	
Wm. Moody, Exhibition, (Awarded in 1882.)	16	"	"	-	
George Gillespie, Sch. Science Division, (Awarded in 1882.)	24	"	"	1	
Robert M'Elney, " (Awarded in 1882.)	24	"	"	1	
Henry Carroll, " (Awarded in 1882.)	24	"	"	-	
Fourth Year—(Senior Scholars).					
Sydney L. Maxwell,	40	1 Year,	Nov., 1883,	—	Matriculated Students of Queen's College, Galway, and of the late Queen's University in Ireland.
Owen J. Shannon,	40	"	"	—	
David Morton,	40	"	"	—	
Samuel Fryar,	40	"	"	—	
Henry Smith,	40	"	"	—	
Thomas H. M'Cann,	40	"	"	—	
Thomas S. Hegg,	40	"	"	—	

LAW.

First Year.	£			£	
John R. Moorhead, Sch.,	20	1 Year,	9th Feb., 1884,	2	Matriculated Students of Queen's College, Galway, and of the late Queen's University in Ireland.
Second Year.					
Redmond M'Donnagh, Sch.,	20	1 Year,	9th Feb, 1884,	2	
Third Year.					
Thomas E. Nelson, Sch.,	20	1 Year,	9th Feb., 1884,	2	
Timothy F. Kirwan, Exh.,	12	"	"	Nil.	
Fourth Year.					
William G. England, Senior Exhn.	20	1 Year,	9th Feb., 1884,	Nil.	

ENGINEERING DEPARTMENT.

First Year.	£			£	
Atwell Thompson, Sch.,	20	1 Year,	Nov., 1883,	5	Matriculated in Royal University 1883.
Third Year.					
Michael M. O'Shaughnessy, Sch.	20	1 Year,	Nov., 1883,	3	Matriculated in Queen's College, Cork.
Francis J. Lynham, Exh.,	16	"	"	3	Matriculated in Queen's College, Galway. Both are Matriculated Students of late Queen's University.

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FACULTY OF MEDICINE.

Name of Student.	Value of Scholarship or Exhibition.	Duration.	Date when awarded.	Value of Fees remitted.	Where Matriculated.
First Year.	£			£ s.	
Joseph Stewart, Scholar,	25	1 Year,	Nov., 1883,	5 10	Royal University, 1883.
Edward M'Cormick, Scholar,	25	,,	,,	5 10	,, ,,
William J. Taylor, Exhibitioner,	20	,,	,,	Nil.	,, ,,
Second Year.					
James Hamilton, Scholar,	25	1 Year,	Nov., 1883,	5 10	Late Queen's University.
Eaton W. Waters, Scholar,	25	,,	,,	6 10	Royal University, 188 .
Third Year.					
John F. Eagleton, Scholar,	25	1 Year,	Nov., 1883,	4 0	Late Queen's University.
Fourth Year.					
Robert J. Macnamara, Scholar,	25	1 Year,	Nov., 1883,	1 0	Late Queen's University.
George A. Waters, Scholar,	25	,,	,,	1 0	
William H. Thompson, Senior Scholarship in Anatomy and Physiology,	40	1 Year,	Dec., 1883,	Nil.	Late Queen's University.
Robert W. Henderson, Senior Exhibition in Anatomy and Physiology,	16	1 Year,	Dec., 1883,	Nil.	Late Queen's University.

VI. (1.) The number of Students who competed in each of the last five Academical Years for the five entrance Scholarships in Literature (£24 each for One Year) and the number of such Scholarships awarded.

	Years, 1879–80.	1880–81.	1881–82.	1882–83.	1883–84.
Number of Students who competed,	*	15	9	12	8
Number of Scholarships awarded,	4	5	5	5	5

(2.) The number of Students who competed in each of the last five Academical Years for the five entrance Scholarships in Science (£24 each for One Year) and the number of such Scholarships awarded.

	Years, 1879–80.	1880–81.	1881–82.	1882–83.	1883–84.
Number of Students who competed,	10	21	10	8	6
Number of Scholarships awarded,	6	6	5	5	6

(3.) The number of Students who competed in each of the last five Academical Years for the five Scholarships of the Second Year in Literature (£24 each for Two Years) and the number of such Scholarships awarded.

	Years, 1879–80.	1880–81.	1881–82.	1882–83.	1883–84.
Number of Students who competed,	6	5	7	8	6
Number of Scholarships awarded,	5	3	5	5	5

(4.) The number of Students who competed in each of the last five Academical Years for the five Scholarships of the Second Year in Science (£24 each for Two Years) and the number of such Scholarships awarded.

	Years, 1879–80.	1880–81.	1881–82.	1882–83.	1883–84.
Number of Students who competed,	8	7	7	5	4
Number of Scholarships awarded,	5	5	5	5	3

(5.) The number of Students who competed in each of the last five Academical Years for the Seven Senior Scholarships (£40 each for One Year), and the number of such Scholarships awarded:—

	Years, 1879–80.	1880–81.	1881–82.	1882–83.	1883–84.
Number of Students who competed,	9	10	18	12	9
Number of Scholarships awarded,	6	7	7	6	7

VII. The number of Students who entered the College in each of the Academical Years 1882–83 and 1883–84. Stating how many of these Students, in each year, passed the Matriculation Examination of the Royal University, how many are not Matriculated Students of any University, and how many are not Matriculated Students of the College:—

1882–83.

Number of Students who entered,	34
Number of the above who passed the Matriculation Examination of the Royal University,	18
‡Number of Non-Matriculated of the College,	3
‡Non-Matriculated in any University,	12†

1883–84.

Number of Students who entered,	32
Number of the above who passed the Matriculation Examination of the Royal University,	18
‡Number of Non-Matriculated Students of the College,	4
‡Non-Matriculated in any University,	9†

* We have no record for this year.
† These numbers Matriculated in this College in the respective years.
‡ For details, see No. 5, post.

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VIII. (1.) Number of Students who entered the College in each of the Five Academical Years previous to 1882–83, classified according to Faculties, and distinguishing Matriculated from Non-Matriculated Students:—

	Arts.	Law.	Medicine.	Engineering	Total.	Matriculated	Non-Matriculated.
No. who entered 1881–82, . . .	18	3	59	1	81	73	8
" " " 1880–81, . . .	30	2	69	4	105	96	9
" " " 1879–80, . . .	21	2	69	7	99	96	3
" " " 1878–79, . . .	21	2	62	2	87	84	3
" " " 1877–78, . . .	16	3	51	3	73	67	6

(2.) Number of Students who attended the College in each of the Five Academical Years previous to 1882–83, classified according to Faculties, and distinguishing Matriculated from Non-Matriculated Students:—

Year.	Faculties.				Occasional Students.	Total.	Deduct attending two Faculties.	Total Separate Individuals.	Matriculated.	Non-Matriculated.
	Arts.	Law.	Medicine.	Engineering.						
1881–82, . . .	57	3	122	11	7	203	4	201	192	9
1880–81, . . .	71	3	120	12	8	214	6	208	201	7
1879–80, . . .	57	10	101	13	5	185	5	180	176	4
1878–79, . . .	59	7	98	8	2	174	7	167	163	5
1877–78, . . .	40	5	114	11	2	181	6	175	166	9

IX. (*a.*) List of the Students of the College who have passed any Examination of the Royal University, showing the Examinations passed by each Student, with the Degrees, Diplomas, Prizes, &c, awarded by the Royal University in 1882 and 1883, respectively, distinguishing those Students who are now studying for a further Examination in the Royal University, and the Examination for which each is reading:—

Names of Students of Queen's College, Galway, who obtained Degrees, Diplomas, and Honors at the Examinations of the Royal University of Ireland, in June and October Commencements in 1882.

Faculty of Law.

Degree of LL.B.—Molloy, Mark, M A.

Faculty of Arts.

Degree of M.A.

Second Class Honors.—Kirker, H. Fitzwalter, in Logic, Metaphysics, and History.

Passed.—Jordan, William; Morrow, Henry W.; Semple, Samuel; Smyth, T. Croskery.

Degree of B.A.

Second Class Honors.—Keating, William H.; M'Donagh, Redmond.

Passed.

Buckley, Thomas.
Fryar, John.
Galley, John.
M'Granahan, Jemee
Moody, John.
Newell, Peter.
Rowney, George A. H.

Second University Examination in Arts.

Shannon, O. J., First Class Honors in Latin, Second Class in English, Second Class in Logic.

Maxwell, S. L., First Class Honors in Latin, Second Class in Greek.

Hamilton, W. M., Second Class Honors in Latin.

Thompson, J., Second Class Honors in Greek, Second Class in English.

Irvine, H. A., Second Class Honors in English.

Hogg T. S., First Class Honors in Logic.

Fryar, S., Second Class Honors in Mathematics.

M'Cune, T. H., Second Class Honors in Mathematical Physics, Second Class in Experimental Physics.

Boycott, William D.
Mahon, William.
Mitchell, Andrew (Galway and Belfast).
Morton, David.
Sloane, George.
Smith, Henry
Smith, Joseph.
Tyney, J. A.

Exhibitions—Second Class, £20 each.

Maxwell, S. L.; Thompson, J.

First University Examination in Arts.

NOTE.—(Seventeen Students having passed the Sessional Examinations in the College were exempted from presenting themselves for this Examination at the Royal University.)

Faculty of Medicine.

Degree of Doctor of Medicine.

First Class Honors.—Wise, Charles H.

Second Class Honors.—M'Murray, J.

Upper Pass Division.—Jeckson, Mark; Kelly, Michael; Gibson, William; M'Dermott, Cornelius; Moynan, R. M. M'Manus, L. S.

Passed.

Atock, Martin Henry.
Courtney, William.
Dillon, Luke Gerald.
Maguire, Connor J.
O'Loughlin.
O'Gorman, Patrick.
O'Shaughnessy, Thomas Henry.
Whelan, Joseph H.

Degree of Master of Surgery (M.Ch.).

Atock, M. H.
Bleck, J. G.
Gibson, W. Walter.
M'Dermott, C.
M'Donnell, J. R.
M'Manus, L. S.
M'Murray, J.
Moynen, R. M.
O'Connell, D. V.
Courtney, William.
Dillon, Luke Gerald.
Kelly, William.
M'Connell, Edward.
M'Cormick, John J.
Meguire, Connor J. O'L.
O'Shaughnessy, Thomas H.
Rutherford, Robert Leonard (Galway and Cork.)
Whelan, Joseph H.

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The Diploma in Obstetrics.

Gibson, William. | M'Murray, J. | Maguire, C. J. O'L. | Whalan, Joseph H.

Second University Examination in Medicine.

Upper Pass Division.—Bartley, William; Lynch, J. A.; Macnamara, R. J.; Mahon, R. B.; Munro, W. H.; O'Doherty, C

Passed.

Axford, William.
Blackall, Patrick.
Fairbrother, J.
Haniy, J. J.
Hannan, M. C.
Heancy, Patrick.
M'Alear, J.
M'Donnell, N. J.
Passmore, G. S.
Sexton, W.
Soraghan, P. J.
Waters, G. A.
Atock, Arthur
Carroll, James.
Kenny, John Drought.
M'Elaney, Daniel D.
Moynan, Richard M.
Nolan, Herbert W. B.
Purcell, Matthew.
Sharpe, John H.
Trimble, Robert.

First University Examination in Medicine.

Upper Pass Division.—Livingstone, J. L.; O'Donnell, Henry.

Passed.

Dodds, Robert.
Gass, A. B.
Hauston, F. S.
M'Kinney, D. J.
M'Sherry, E. H.
Macnamara, Joseph.
Robinson, Edward.
Simms, John J.
Boyd, Robert James.
Condon, Richard T.
Costello, Thomas B.
Eagleton, J. F.
Ewens, George F. W.
Flood, Edward F.
Graham, George R. M.
Hornock, Samuel.
M'Bride, Neal,
M'Sheffrey, Patrick.
Milligan, William
Mossman, F. V. H.
O'Sullivan, Patrick.
Waide, Hugh E.
Williamson, James D.
Leslie, Richard W.
Blanchfield, R.

School of Engineering.

The Degree of B.E.

Second Class Honors.—Thompson, W. J.

Upper Pass Division.—Geraghty, Thomas R. A.; Hardy, Earl A.

Passed.—Horon, Arthur T.

Second Professional Examination.

Binns, Henry A. | Creighton, Robert W. | Rowney, George A. H.

Exhibition—Second Class, £25.

Thompson W. J.

Matriculation Examination of the Royal University in 1882.

Michael J. Jordan (1881).
John F. Ward.
John M. Harpur.
Thomas C. H. Oldham.
James M'Conaghey.
Samuel Hopkins.
William A. Clarke.
Arthur J. Benson.
Alexander M'Afee.
John Humphreys (1881).
John P. Gannon (1881).
John Martin.
Eaton W. Waters
Henry B. Maunsell.
James Massey Keegan.
Alfred Allman.

(*b.*) Names of the Students of Queen's College, Galway, who obtained Degrees, Diplomas, and Honors, at the Examinations of the Royal University of Ireland in June and October, 1883.

Faculty of Arts.

Degree of M.A.

William Henry Keating, B.A. | Redmond M'Donough, B.A.

Degree of B.A.

Sydney L. Maxwell, Second Class Honors in Ancient Classics.
James Thompson, Second Class Honors in Ancient Classics.
Owen J. Shannon, Second Class Honors in Ancient Classics.
Thomas H. M'Cune, First Class Honors in Experimental Physics.
Thomas S. Hogg, First Class Honours in Biological Science,
William Mahon, Second Class Honours in Biological Science.

Passed.

William D. Boycott.
George Sloane,
Henry Smith.

Faculty of Law.

Degree of LL.D.

Mark Molloy, LL.B.

Second University Examination in Arts.

Isaac R. Evans, First Class Honors in Latin; Second Class Honors in Greek; Second Class Honors in English; Second Class Honors in Logic; First Class Exhibition, £40.
George Gillespie, Second Class Honors in Mathematical Physics, and First Class in Experimental Physics.
Robert M'Elnay, Second Class Honors in Mathematical Physics, and First Class in Experimental Physics.

Passed.

Samuel Caldwell.
Henry Carroll.
Robert H. Davison.
George Duncan.
John M'Elwee.
William Moody.
Michael O'Kelly.

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FIRST UNIVERSITY EXAMINATION IN ARTS.

Samuel Hopkins, recommended for Honors in Experimental Physics.

Passed.

Arthur J. Benson.	John Humphreys.	Alexander M'Afee.	John F. Ward.
William A. Clarke.	Michael J. Jordan.	John Martin.	Eaton W. Water

FACULTY OF MEDICINE.

Degree of Doctor of Medicine.

John Andrews.	William J. Mitchell.	William Watters.	Robert M'Elwaine.
Thomas Farrelly.	James Torrens.	Patrick B. White.	John M'Glynn.
Thomas G. Garry.	William H. Thompson, First Class Exhibition, value £50	James Carroll.	John M'Ilroy.
A. M. Johnson.	Robert W. Henderson.	Peter J. Doyle.	Arthur E. Morris.
Campbell, M. Mitchell.		Joseph B. Jackson.	Claudius O'Donel.

Degree of M. Ch.

John Andrews.	Patrick O'Gorman, M.D.	Alexander M. Johnson.	William H. Thompson.
Thomas Farrelly.	James Carroll.	C. M. Mitchell.	William Watters.
Thomas G. Garry.	Robert W. Henderson.	Arthur E. Morris.	Patrick B. White.
William J. Mitchell.	Joseph B. Jackson.	Thomas Pritchard.	

Degree in Obstetrics.

Thomas G. Garry. | William J. Mitchell.

SECOND UNIVERSITY EXAMINATION IN MEDICINE.

J. P. R. Jamison.	Richard H. Brew.	John F. Eagleton.	William E. Macfeeters.
Vincent F. Lennan.	F. C. J. D. Browne.	Samuel Horneck.	John Nesbitt.
Frederick J. Buros, Upper Pass Division.	Richard T. Condon.	Neal M'Bride.	George Vance.
	Thomas B. Costello.		

FIRST UNIVERSITY EXAMINATION IN MEDICINE.

Matthew Caldwell.	James C. Harkin.	Walter M. Hamilton.	Andrew M'Grath.
James Clifford.	John J. Curran.	Alexander Henderson.	Eaton W. Waters.
John M. Macnamara.	John W. Fogarty.	Thomas S. Hogg, B.A.	

SCHOOL OF ENGINEERING.

Degree of B.E.

Henry A. Binns, First Class Honors, and First Class Exhibition, value £50.
Robert W. Creighton. | George A. H. Rowney, B.A.

SECOND PROFESSIONAL EXAMINATION.

Michael M. O'Shaughnessy, Second Class Honors, and Second Class Exhibition, value £20. | Francis J. Lynham, Second Class Honors.

MATRICULATION EXAMINATION, 1883.

John C. Bowes.	William J. Taylor.	Charles W. Duggan, Second Class Honors in French.
William M'Callin (1882).	Joseph Stewart.	Moses H. Cowan, Second Class Honors in French.
James Keers (1882).	Andrew G. Davidson.	Atwell Thompson.
James F. Graham.	William M'E. Meeke.	Robert M'Causland.
Richard Allan (1881).	Nicholas J. M. Hession.	
Edwin Hagan.	Joseph J. Loftus.	
Richard J. Campbell.	Edward M'Cormick.	

X. Tables for the five years preceding the Academic Year, 1882-83, of the Students of the College who passed the Examinations in the Queen's University, with the Degrees, Diplomas, Prizes, &c., awarded.

	1881-82.	1880-81.	1879-80.	1878-79.	1877-78.
Faculty of Arts					
Number of Students who obtained the Degree of M.A.,	7	2	6	1	2
" " Degree of B.A.,	12	14	9	9	9
First University Examination passed,	13	16	14	8	10
Faculty of Law.					
Number of Students who obtained the Degree of LL.D.,	–	–	2	1	–
" " " LL.B.,	–	1	2	2	2
Faculty of Medicine.					
Number of Students who obtained the Degree of M.D.,	17	18	20	10	11
" " Degree of M.Ch.,	9	9	9	7	9
Passed Second University Examination,	29	20	29	24	21
Passed First University Examination,	44	31	42	44	39
Diplomas in Midwifery,	5	2	10	4	2
Engineering Department.					
Number of Students who obtained the Degree of B.E.,	2	4	2	1	2
Passed First University Examination,	4	1	3	2	2

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Year 1881–82,	One Student obtained the Peel Prize in English Composition, open to the Competition of Undergraduates in Medicine—Subject, Insanity.
" "	One Student obtained the Peel Exhibition of £20 a Year, for Three Years, at First University Examination in Arts
" "	One Student obtained the Peel Exhibition of £15 a Year, for Two Years, at First University Examination in Medicine.
Year 1880–81,	One Student obtained the Peel Prize in English Composition, open to the Competition of all Undergraduates—Subject, The Poetry of "Wordsworth."
" "	One Student obtained the Peel Prize in English Composition, open to the Competition of Undergraduates in Medicine—Subject, Sensation.
" "	One Student obtained the Peel Exhibition of £20 a Year, for Three Years, at First University Examination in Arts.
" "	One Student obtained the Peel Exhibition of £15 a Year, for Three Years, at same Examination
Year 1879–80,	One Student obtained the Peel Prize in Composition.
" "	One Student obtained the Peel Prize in English Composition, open to the Competition of all Undergraduates.
" "	One Student obtained the Peel Prize in Composition, limited to the Competition of Undergraduates in Medicine.
" "	One Student obtained the Peel Exhibition of £20 a Year, for Three Years, and £10 a Year for Three Years as the best answerer in Classics at First University Examination in Arts
" "	One Student obtained £15 a Year, for Three Years, and £10 a Year for Three Years as the best answerer in Mathematics.
" "	One Student obtained the Peel Exhibition of £15 a Year, for Two Years, at First University Examination in Engineering.
Year 1878–79,	One Student obtained the Peel Prize in Composition, open to the Competition of Graduates and Undergraduates.
" "	One Student obtained the Peel Exhibition of £20 a Year, for Three Years, and £5 a Year, for Three Years as one of two (equal), best answerers in Ancient Classics (First Arts).
" "	One Student obtained £15 a Year, for Three Years, at same Examination.
" "	One Student obtained £15 a Year, for Two Years, at First University Examination in Engineering.
Year 1877–78,	One Student obtained the Peel Prize in Composition, open to the Competition of Undergraduates in Medicine.
" "	One Student obtained the Peel Exhibition of £20 a Year, for Three Years, at First University Examination in Arts.

XI. (1.) Number of Students in each Faculty who are now preparing for an Examination of the Royal University.

It cannot be ascertained with accuracy how many Students intend proceeding for the Examinations of the Royal University. The number attending College in each Faculty is herewith stated:—

Faculties.			Arts.	Law.	Medicine.	Engineering.
Number of Students,	First Year,		19	5	14	3
"	"	Second Year,	11	1	10	–
"	"	Third Year,	9	2	9	3
"	"	Fourth Year,	7	1	8	–
"	"	Occasional,	1	–	–	–
Total,			47	9	41	6

(2.) Number of Students in each Faculty who are not preparing for an Examination of the Royal University.

(Same remark as above.)

XII. If any title, as "Associate," is conferred upon Students by the Authorities of the College; when the regulations in reference to such title came into force, and how many Students have it conferred upon them, indicating whether such Students have taken any University Degree:—

The title of "Associate" is not conferred upon any Student of this College.

XIII. Table of Fees payable by the Students in the several Faculties:—

	Arts.	Law.	Medicine.	Engineering.
	£	£	£	£
Class Fees payable by Students of the First Year,	10	4	12	10
" " " Second Year,	10	4	12	10
" " " Third Year,	8	4	10	8
" " " Fourth Year,	*	–	4	–

The above return is merely an approximate statement, as the Fees vary according to the requirement of a Student.

23rd May, 1884.

A RETURN showing the number of STUDENTS from each of the four Provinces in the Faculty of Arts in QUEEN'S COLLEGE, GALWAY, during the Academical years 1882–3 and 1883–4.

Provinces.	Year 1882–3.	Year 1883–4.
Connaught,	17	14
Munster,	3	5
Ulster,	30	27
Leinster,	1	1
	51	47

* Applicable to a Senior Scholar in Arts, who can take any ordinary class for a fee of £2.

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No. 5.

DETAILS of that part of RETURN, No. VII, from the THREE COLLEGES, which deals with "NEW MATRICULATED STUDENTS of the COLLEGE not MATRICULATED in any UNIVERSITY," and "NEW NON-MATRICULATED STUDENTS."

	Cork.	Belfast.	Galway
New Matriculated students of the College not matriculated in any university, .	30	23	12
Of these there entered in arts who did not continue his course that year, . .	1	–	–
Entered in arts probably with no intention of proceeding to an university, .	–	4	–
Who entered in arts and were in fact matriculated in Royal University unknown to College Registrars, ...	1	2	–
Entered in arts probably with view of proceeding to Royal University, . .	–	1	1
Entered in engineering and have continued their studies in Engineering School,	3	–	2
Entered in engineering and did not continue their studies, ...	1	–	–
Entered in law and have continued their studies in that faculty, . . .	1	8	1
Entered in medicine and have continued their studies in the College, . .	19	8	7
Entered in medicine and have not continued their studies in 1883–4, . .	2	–	1
Entered in medicine and discontinued in 1882–3, ...	1	–	–
Entered in arts and medicine and have continued their studies in medicine, .	1	–	–
Total, . . .	30	23	12
New non-matriculated students, ...	16	3	3
Entered in arts to attend special subjects which they have continued in 1883–4,	2	–	1
Entered in arts to attend special subjects for that year, ...	2	engineering 1	–
Entered in arts and matriculated in Royal University in 1883, . . .	1	1	–
Entered in arts and matriculated in Royal University in 1883, and proceeded to Cambridge, ...	–	1	–
Entered in law and matriculated in Royal University in 1883, . . .	1	–	–
Entered in law and did not continue the course, ...	1	–	–
Entered in medicine and continued their course in 1883–4, ...	6	–	1
Entered in medicine and have not continued their course in 1883–4, . .	3	–	1
Total, . . .	16	3	3

1883–4.

New Matriculated students of the College not matriculated in any university, .	21	16	9
Of these there entered in arts, ...	4	2	5
„ „ „ engineering, ...	1	–	1
„ „ „ medicine, ...	15	10	2
„ „ „ law classes, ...	–	4	–
Entered in medicine but did not continue the course, ...	1	–	1
Total, . . .	21	16	9
New non-matriculated students, ...	14	6	4
Entered in arts, ...	1	3	–
Entered in engineering, ...	1	–	1
Entered in medicine who have passed the preliminary of Royal College of Surgeons, Ireland, ...	6	–	1
Entered in medicine, probably with view to Royal University, . . .	–	3	1
Entered in medicine who are not known to have passed any preliminary examination, ...	6	–	1
Total, . . .	14	6	4

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No. 6.

PRINTED FORM SENT TO THE ROYAL UNIVERSITY.

A return is requested showing :—

I. The total number of Students who presented themselves at the several Examinations in the different Faculties, in the years 1882 and 1883 respectively, and the number who passed; also the number that presented themselves at each Examination from each of the three Queen's Colleges, in these years respectively, and the number that passed. It is suggested that the return may be made in somewhat of the following form :—

—	TOTAL.		QUEEN'S COLLEGE, BELFAST.		QUEEN'S COLLEGE, GALWAY.		QUEEN'S COLLEGE, CORK.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
ARTS.								
First University Examination, .								
Second University Examination, .								
B.A. Degree, ...								
M.A. Degree, ...								
Total in Arts, . . .								
LAW.								
Examination for LL.B., . . .								
Examination for LL.D., . . .								
Total in Law, . . .								
ENGINEERING.								
First Professional Examination, .								
Second Professional Examination, .								
Degree of B.E., ...								
Degree of M.E., ...								
Total in Engineering, .								
MEDICINE.								
First Examination in Medicine, .								
Second Examination in Medicine, .								
Degree of M.B., ...								
Degree of M.D., ...								
Total in Medicine, . .								

II. A return in similar form to the above, showing :—

The total number of Scholarships, Exhibitions and other Prizes awarded at the several examinations in each Faculty, in the years 1882 and 1883 respectively, and as regards Scholarships, in the year 1884, and also the number gained at each Examination by Students of each of the three Queen's Colleges.

III. The total number of Students who presented themselves for the Matriculation Examination, in the Academical years 1882–3, and 1883–4, respectively, and the number that passed; stating also the number of Exhibitions awarded.

IV. (1.) The minimum per centage of marks, in Honour papers, on which First Class Honours have been awarded in the several Examinations in the several Faculties.
(2.) The minimum per centage of marks, in Honour papers, on which Second Class Honours have been awarded.
(3.) The minimum per centage of marks, in Pass papers, required for passing the Examination.

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No. 7*a*.

The subjoined LETTER and the RETURNS following same were sent by the ROYAL UNIVERSITY in answer to the printed forms set out in the preceding number.

ROYAL UNIVERSITY of IRELAND.
Dublin, May 24, 1884.

SIR,

Referring to your letter of 20th May, we beg to inform you that we have been directed by the Standing Committee of the Senate of the University to supply, for the information of the Commission of which you are the Chairman, the particulars asked for by the printed document which you enclosed to us.

With reference to query No. 1, we are unable to give the information for which you apply, because the records of this University do not contain any particulars as to the places at which the Candidates who presented themselves for, but failed to pass examinations in the year 1882, were educated.

We enclose a return in the form prepared by you of all those who were examined in the year 1883. We must, however, call attention to the fact that the figures therein given do not fully answer the inquiry of your Commission, because our information as to when the several Candidates were prepared for the examinations was derived from the statements, inserted by each Student on the "Form of Application" for leave to attend the examination, and we have become aware that some students who had been studying at one or other of the Colleges, mentioned in your query, returned themselves as having been prepared by "Private Study" or otherwise.

With reference to your query, No. 2, we enclose a return giving the information which you require, but we must call attention to the fact that under the Statutes of this University—

> "All Students of the Queen's University at the time of its dissolution (3rd February, 1882) "are entitled to present themselves for their then next examination only, in the Royal "University, ... in the subjects prescribed by the Curriculum of the Queen's "University, ... provided that they shall not be entitled to the Honours, Ex- "hibitions, or Prizes maintained by the Funds of the Royal University."

The right conferred by this clause has been largely availed of by the Students of the Queen's Colleges. We will have a careful examination made of our books for the year 1883, and will furnish you with the number of Candidates who claimed the above mentioned right at each examination in that year, and we may add that we will, if possible, make a similar return for the year 1882.

We must also call attention in connexion with this point to the fact that inasmuch as there was not any University Examination at the close of the first year's course, in the Queen's University, but only Sessional Examinations in the Colleges, Students coming within the Statute above quoted are entitled to exemption from the First University Examination upon the production of the Certificate of having passed their College Sessional Examination.

As to query No. 3—Five hundred and forty-eight Candidates were examined in 1882, and of these 490 passed the Examination, and thirty-one Exhibitions were awarded.

In 1883, the number examined was 717, of whom 606 passed, and among these thirty Exhibitions were awarded.

As to query No. 4—Honours are awarded at the various Examinations in the Faculty of Arts, in the several subjects separately. We enclose a Table showing the lowest mark upon which 1st and 2nd Class Honours respectively were obtained in each subject, at each Examination, in each year.

In the Faculties of Law and Medicine, and in the School of Engineering the Honours are awarded upon a report made by the various Examiners based upon the answering of the Candidates upon all the Papers both Pass and Honour.

With reference to the Marks required for passing an Examination, the general rule of this University is that in the Faculty of Medicine the standard required is 50 per cent., and in the other Faculties, 30 per cent., and the cases of any Candidates who fail to obtain these marks, in each subject of the Examination are specially considered by the Examiners, and subsequently by a Committee of the Senate.

We are, sir, your obedient servants,

J. C. MEREDITH,
D. B. DUNNE, } *Secretaries.*

R. P. Carton, Esq., Q.C.,
35, Rutland-square.

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I.—Return showing the number of Students who presented themselves at the several Examinations in the different Faculties, in the year 1883, and the number who passed; also the number that presented themselves at each Examination from each of the three Queen's Colleges, and the number that passed.

	Total.		Queen's College, Belfast.		Queen's College, Galway.		Queen's College, Cork.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
Arts.								
First University Examination,	383	271	63	46	16	9	8	8
Second University Examination,	192	136	49	36	17	11	11	16
B.A. Degree,	78	63	43	34	14	6	11	7
M.A. Degree,	11	6	6	3	1	1	—	—
Total in Arts,	662	456	160	120	47	26	30	23
Law.								
Examination for LL.B.,	2	2	2	2	—	—	—	—
Examination for LL.D.,	3	3	1	1	1	1	—	—
Total in Law,	5	5	3	3	1	1	—	—
Engineering.								
First Professional Examination,	7	6	3	3	—	—	—	—
Second Professional Examination,	13	9	1	1	8	2	3	6
Degree of B.E.,	2	2	2	2	3	2	3	2
Degree of M.E.,	—	—	—	—	—	—	—	—
Total in Engineering,	22	32	7	7	6	6	12	8
Medicine.								
First Examination in Medicine,	155	80	67	28	26	13	42	20
Second Examination in Medicine,	206	164	83	44	81	13	87	36
* Degree of M.B.,	4	3	—	—	—	—	2	1
Degree of M.D.,	133	82	62	34	21	17	40	26
Total in Medicine,	497	360	202	107	78	37	161	82

II.—Exhibitions Awarded—1882, 1883.

Examination.	1882.				1883.			
	Number Awarded.	Queen's College, Belfast.	Queen's College, Cork.	Queen's College, Galway.	Number Awarded.	Queen's College, Belfast.	Queen's College, Cork.	Queen's College, Galway.
First University in Arts,	12	1	1	—	16	4	—	—
Second University in Arts,	6	4	—	2	11	6	—	1
B.A.,	3	4	1	—	6	6	—	—
M.A.,	—	—	—	—	—	—	—	—
LL.B.,	2	2	—	—	1	1	—	—
First in Engineering,	—	—	—	—	2	2	—	—
Second in Engineering,	—	—	—	—	3	—	2	1
B.E.,	1	—	—	1	3	1	—	1
First in Medicine,	1	—	—	—	4	—	3	—
Second in Medicine,	5	2	3	—	5	2	2	—
M.B. or M.D.,	—	—	—	—	3	—	3	1
Scholarships,	3	—	—	—	5	1	—	—
Do. in 1884,	3	2	—	—	—	—	—	—
Studentships,	—	—	—	—	2	1	—	—

* In the Faculty of Medicine there were two Examinations within the year, and the numbers in the foregoing table of Medical candidates examined is the sum of the numbers that were examined on these two Examinations. They are somewhat in excess of the numbers of individuals examined within the year, as some were examined on both occasions. The number of individuals is given in the table on page 519, Addenda.

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III.—Matriculation—Royal University.

Years.	No. of Candidates presenting themselves.	No. of Candidates who passed.	No. of Exhibitions Awarded.
1882,	548	490	31
1883,	717	606	60

IV. 1, 2.—Lowest per-centage for Honours at the First and Second University Examinations in Arts.

First University Examination.

	1882.		1883.	
	First.	Second.	First.	Second.
Latin,	63	56	72	56
Greek,	64	46	66	52
French,	67	66	78	61
German,	86	76	74	none
Celtic,	39	none	92	none
Hebrew,	88	56	none	none
English,	70	56	74	60
Mathematics,	60	50	41	22
Experimental Physics,	none	48	78	61

Second University Examination.

	1882.		1883.	
	First.	Second.	First.	Second.
Latin,	76	66	69	56
Greek,	71	50	66	53
English,	none	59	74	61
French,	none	none	78	61
German,	none	none	78	61
Celtic,	none	none	88	none
Logic,	67	50	70	50
Mathematics,	55	26	48	31
Mathematical Physics,	68	47	69	33
Experimental ,,	none	50	70	54
Chemistry,	none	none	66	49
Biology,	none	none	69	66
Geology,	none	none	80	none

Lowest per-centage for Honours at B.A. Degree Examination.

	1882.		1883.	
	First.	Second.	First.	Second.
Mathematical Science,	46	none	47	27
Ancient Classics,	74	62	78	56
Experimental Science,	78	46	56	40
Biological Science,	none	33	61	60
Logic, Metaphysics, and Political Economy,	56	48	66	45
English, Political Economy, and History,	none	61	none	none
Political Economy, General Jurisprudence, and History.	none	none	none	26
English, General Jurisprudence, and History,	none	54	none	none

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M.A. Degree Examination.

	1882.		1883.
	First.	Second.	
Logic, Metaphysics, and Political Economy, .	none	44	In 1883 the Candidates for the M.A. Degree presented themselves under the Regulations of this University, which at that time did not provide for any Honours at that Examination.
Political Economy, Metaphysics, and History,	none	49	

		Medicine.	Arts.
IV. 3.	Lowest Pass Mark, . .	50 per cent.	30 per cent.

And see Secretaries' Letter.

RETURN in answer to Requisition of Commissioners, July 7th, 1884.

RETURN showing the Amounts deducted from Prizemen during the period from December, 1881, to June, 1884, on account of their having held some pecuniary Prize in one of the Queen's Colleges (*vide* University Education (Ireland) Act, 1879, sec. 9, sub-sec. 4).

Student's Name.	Date.	Amount of Prize.	Deduction.	Queen's College.
		£	£	
R. W. Barnett, ...	May, 1882, . . .	12	6	Belfast.
W. T. Gorman, ...	,, . . .	12	6	,,
G. D. Evans, ...	November, 1882, . .	50	20	Cork.
R. M. Jones, ...	,, . . .	50	50	Belfast.
J. W. M'Vicker, . . .	,, . . .	30	5	,,
W. A. Russell, ...	,, . . .	40	24	,,
H. D. Darbishire, . . .	,, . . .	20	20	,,
J. Hunter, ...	,, . . .	20	20	,,
S. L. Maxwell, ...	,, . . .	20	20	Galway.
J. Thompson, ...	,, . . .	20	20	,,
J. E. Campbell, . . .	,, . . .	20	20	Belfast.
W. M'F. Orr, ...	February, 1883, . .	30	24	,,
M. E. M. Lennox, . . .	November, 1883, .	40	24	,,
R. J. F. Donald, . . .	,, . . .	20	20	,,
James Tate, ...	,, . . .	100	100	,,
William S. Johnson, . . .	January, 1884, . .	30	24	,,
J. J. Alexander, . . .	,, . . .	30	24	,,

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No. 7b.

Note.—This is Return, Royal University of Ireland (7a), corrected by the proper authorities of the Three Colleges, such corrections being rendered necessary by the circumstances disclosed in the Letter of the Secretaries of the Royal University, dated 24th May, 1884, and printed at the beginning of Return A; and also by the fact that in the case of Students who have attended more than one College, such Students are, or appear to be, claimed by each of the Colleges at which they attended. The corrections as given by the Colleges appear in **heavy type.**

RETURN showing the number of Students who presented themselves at the several Examinations in the different Faculties, in the year 1883, and the number who passed; also the number that presented themselves at each Examination from each of the three Queen's Colleges, and the number that passed.

	TOTAL.		QUEEN'S COLLEGE, BELFAST.		QUEEN'S COLLEGE, GALWAY.		QUEEN'S COLLEGE, CORK.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed	Examined.	Passed.
ARTS.								
First University Examination, .	363	271	70	53	18	9	8	6
Second University Examination, .	192	158	51	38	17	11	12	11
B.A. Degree, ...	78	53	47	39	15	9	11	7
M.A. Degree, ...	11	6	5	3	2	2	—	—
TOTAL IN ARTS, . .	662	488	173	133	49	31	31	24
LAW.								
Examination for LL.B., . .	2	2	2	2	—	—	—	—
Examination for LL.D., . .	4	4	3	3	1	1	—	—
TOTAL IN LAW, . .	6	6	5	5	1	1	—	—
ENGINEERING.								
First Professional Examination, .	7	3	3	3	—	—	—	—
Second Professional Examination,	13	3	1	1	3	2	9	6
Degree of B.E., ...	3	3	3	3	3	3	3	2
Degree of M.E., . . .	—	—	—	—	—	—	—	—
TOTAL IN ENGINEERING .	23	12	7	7	6	5	12	8
MEDICINE.								
First Examination in Medicine, .	165	83	56	29	26	11	42	20
Second Examination in Medicine, .	205	104	85	46	31	13	67	25
Degree of M.B., ...	4	3	—	—	—	—	2	1
Degree of M.D., ...	133	82	64	32	21	19	48	26
TOTAL IN MEDICINE, .	507	269	207	112	78	43	161	82

EXHIBITIONS AWARDED—1882, 1883.

Examination.	1882.				1883.			
	Number Awarded.	Queen's College, Belfast.	Queen's College, Cork.	Queen's College, Galway.	Number Awarded.	Queen's College, Belfast.	Queen's College, Cork.	Queen's College, Galway.
First University in Arts, . .	12	1	1	—	10	4	—	—
Second University in Arts, . .	6	4	—	2	11	3	—	1
B.A., ...	5	4	1	—	5	5	—	—
M.A., ...	—	—	—	—	—	—	—	—
LL.B., ...	2	2	—	—	1	1	—	—
First in Engineering, . . .	—	—	—	—	2	2	—	—
Second in Engineering, . .	—	—	—	—	3	—	2	1
B.E., ...	1	—	—*	1	2	1	—	1
First in Medicine, ...	1	—	—	—	4	—	3	—
Second in Medicine, . . .	3	2	3	—	4	2	2	—
M.B. or M.D., ...	—	—	—	—	3	—	2	1
Scholarships, ...	6	—	—	—	3	1	—	—
Do in 1884, . . .	6	2	—	—	—	—	—	—
Studentships, ...	—	—	—	—	2	1	—	—

* At this Examination, Mr. James W. Banks obtained First Class Honours, and scored marks sufficient to entitle him to an Exhibition. But inasmuch as he took up the old Queen's University course instead of the corresponding Royal University course, he was, by the regulations of the Royal University debarred from being awarded an Exhibition.—A. JACK.

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No. 8*a*.

RETURN furnished by the Secretaries of the ROYAL UNIVERSITY from the Official Register of the late QUEEN'S UNIVERSITY.

NUMBER of CANDIDATES from the three QUEEN'S COLLEGES, who were examined at the different UNIVERSITY EXAMINATIONS during the years 1877–8–9–80 and 81.

—	—	1877.				1878.				1879.				1880.				1881.			
		January.		October.		January.		October.		January.		October.		January		October.		January.		October.	
		Reject.	Pass.	Reject	Pass.	Reject.	Pass.	Reject.	Pass.	Reject.	Pass.	Reject.	Pass.	Reject.	Pass.	Reject.	Pass.	Reject.	Pass.	Reject.	Pass.
First University Examination.	Belfast,	0	7	3	21	4	7	10	22	1	14	10	30	7	16	13	22	0	11	0	24
	Cork,	3	2	3	5	2	4	2	12	0	3	1	8	0	2	3	10	0	3	3	10
	Galway,	0	3	3	3	3	2	0	7	1	5	0	3	3	3	1	13	1	1	4	6
B.A.	Belfast,			3	30			4	30			1	32			3	13			11	33
	Cork,			1	3			2	7			1	13			1	7			3	17
	Galway,			1	0			2	0			1	3			3	12			2	13
M.A.	Belfast,			0	12			0	14			0	13			0	13			0	0
	Cork,			0	4			0	0			0	4			0	2			0	0
	Galway,			0	2			0	1			0	3			0	1			0	7
LL.B.	Belfast,			3	*2			3	3			0	4			0	1			0	2
	Cork,			3	0			0	0			0	3			0	3			0	3
	Galway,			0	*1			0	1			0	1			0	1			0	0
LL.D.	Belfast,			0	*1			0	*3			0	1			0	4			0	1
	Cork,			0	*1			0	0			0	0			0	3			0	0
	Galway,			0	1			0	*2			0	1			0	0			0	3
First Examination, Engineering.	Belfast,	0	0	3	1	0	3	0	2	3	1	1	1	0	1	1	1	0	1	3	0
	Cork,	0	3	1	0	1	1	1	0	0	1	1	1	2	0	2	3	1	1	2	7
	Galway,	1	0	0	2	0	1	1	1	0	0	1	3	0	1	0	0	3	0	1	4
B.E.	Belfast,			0	1			1	1			0	4			3	2			3	3
	Cork,			2	0			3	1			0	3			3	0			0	4
	Galway,			0	2			1	1			0	1			0	0			0	3

—	—	1877.				1878.				1879.				1880.				1881.			
		June.		October.		June.		October.		June.		October.		June.		October.		June.		October.	
		Reject.	Pass.	Reject.	Pass.	Reject.	Pass.	Reject.	Pass.	Reject.	Pass.	Reject.	Pass.	Reject.	Pass.	Reject.	Pass.	Reject.	Pass.	Reject.	Pass.
First Medical Examination.	Belfast,	10	31	11	40	8	30	18	22	12	32	31	38	35	17	25	35	17	53	32	52
	Cork,	3	20	3	5	10	23	7	9	32	30	12	7	37	30	3	18	38	47	14	3
	Galway,	5	30	3	3	10	33	3	13	10	30	10	14	27	33	13	13	7	38	14	0
Second Medical Examination.	Belfast,	4	9	14	33	0	14	21	33	14	13	20	35	33	14	37	33	33	32	21	30
	Cork,	5	7	17	13	3	17	14	13	7	0	10	17	14	13	13	10	3	13	3	17
	Galway,	3	3	13	13	15	10	10	12	14	14	13	14	0	13	23	11	10	3	13	22
M.D.	Belfast,	3	7	10	13	7	3	12	13	4	6	4	11	6	2	11	20	4	7	12	23
	Cork,	3	3	7	7	0	4	3	3	3	4	10	14	2	7	7	10	3	3	2	10
	Galway,	1	3	3	0	4	3	3	3	0	3	0	12	5	4	0	13	2	5	3	0
M.Ch.	Belfast,	3	7	3	3	2	3	11	12	4	3	5	9	3	5	9	10	3	3	5	10
	Cork,	0	7	7	4	1	3	3	7	0	4	13	3	0	7	4	0	0	0	3	13
	Galway,	0	1	3	0	1	2	0	3	3	4	3	0	3	2	0	0	0	4	7	4
Diploma in Midwifery.	Belfast,	3	4	3	0	4	2	11	4	1	4	1	0	3	0	4	14	4	0	10	13
	Cork,	1	5	5	5	2	2	0	3	3	3	3	7	1	0	4	4	3	0	2	3
	Galway,	0	0	5	2	3	0	4	0	4	2	3	3	3	1	3	1	0	1	0	4

* Including one Candidate who was prepared at two of the Queen's Colleges.

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No. 8b.

Number of CANDIDATES from the three QUEEN'S COLLEGES who passed the different UNIVERSITY EXAMINATIONS during the years 1877–78–79, 1880 and '81.

NOTE.—The materials for this Return were furnished by each of the Colleges from their own Records—the College authorities stating that they had no materials whence to ascertain the number of Students who presented themselves for the various Examinations. The figures in **heavy type** indicate the places where this return differs from the preceding return, No. 8a.

—	—	1877. Pass.	1878. Pass.	1879. Pass.	1880. Pass.	1881. Pass.
First University Examination,	Belfast,	28	29	34	37	35
	Cork,	7	18	14	15	19
	Galway,	10	8	14	16	18
B.A.,	Belfast,	29	20	34	31	33
	Cork,	3	7	13	9	17
	Galway,	9	9	9	14	12
M.A.,	Belfast,	12	14	14	12	12
	Cork,	4	–	4	2	5
	Galway,	2	1	3	3	7
LL.B.,	Belfast,	2	3	4	1	2
	Cork,	–	–	–	–	–
	Galway,	2	9	1	1	–
LL.D.,	Belfast,	–	3	3	4	1
	Cork,	1	–	–	–	–
	Galway,	1	1	3	–	–
First Examination in Engineering,	Belfast,	1	3	2	3	1
	Cork,	3	4	2	3	3
	Galway,	2	2	3	1	4
B.E.,	Belfast,	1	1	4	2	4
	Cork,	3	3	4	2	4
	Galway,	2	1	3	4	3
First Medical Examination,	Belfast,	69	50	70	54	64
	Cork,	34	39	39	35	58
	Galway,	39	44	42	31	44
Second Medical Examination,	Belfast,	29	45	50	42	50
	Cork,	23	32	26	28	35
	Galway,	21	24	29	21	26
M.D.,	Belfast,	22	25	19	23	38
	Cork,	14	12	18	18	22
	Galway,	12	10	20	18	17
M.Ch.,	Belfast,	15	16	12	22	27
	Cork,	12	10	12	17	19
	Galway,	9	7	9	9	9
Dip. Mid.,	Belfast,	18	8	14	10	10
	Cork,	10	8	11	7	14
	Galway,	9	4	11	2	5

No. 9.

See letter of Secretaries, Royal University, 24 May, 1884, in No. 7a.

* TABLE showing the number of CANDIDATES who presented themselves for examination under the regulations of the late QUEEN'S UNIVERSITY during the years 1882 and 1883.

—	1882.	1883.	—	1882.	1883.
Second University Examination in Arts,	4	0	B.E Examination,	7	0
B.A. Examination,	88	12	First Examination in Medicine,	302	151
M.A. „	3	3	Second „ „	288	138
LL.B., „	0	0	M.B. „	189	114
LL.D., „	2	0	M.Ch. „	121	95
Second Examination in Engineering,	3	1	Dip. Obs. „	70	60

* This table shows the number of Candidates who claimed the privilege of presenting themselves under the Queen's University Regulations. For the number of *individuals* who actually presented themselves see Addenda, p. 819, Royal University tables in relation to the Queen's Colleges.

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No. 10.

STATEMENT of the Number of Candidates who obtained their Degrees, &c., in the Queen's and Royal University of Ireland, and who entered for the Competitive Examinations for Commissions in the Army Medical Department, during the years 1880, 1881, 1882, 1883, and 1884, distinguishing their Qualifications both Medical and Surgical, and showing the number who Passed for Vacancies; also the number that entered from all sources and the number that Passed.

Source of Qualification.	Examination, 1880.				Examination, 1881.				Examination, 1882.				Examination, 1883.				Examination, 1884.			
	February.		August.		February.		August.		February.		August.		February.		August.		February.		August.	
	Total.	Passed for Vacancies.	Total.	Passed for Vacancies.	Total.	Passed for Vacancies.	Total.	Passed for Vacancies.	Total.	Passed for Vacancies.	Total.	Passed for Vacancies.	Total.	Passed for Vacancies.	Total.	Passed for Vacancies.	Total.	Passed for Vacancies.	Total.	Passed for Vacancies.
From all Sources, . .	42	33	76	29	62	40	29	25	64	16	30	16	60	15	42	20	57	21	72	20
Queen's University, M.D., .	4	4	11	11	7	7	6	3	2	0	1	1	2	1	2	2	2	1	2	0
Do., M Ch., .	4	4	11	11	4	4	4	2	2	0	1	1	1	1	–	–	2	1	2	–
Royal University, M O., .	–	–	–	–	–	–	–	–	–	–	–	–	4	2	4	1	7	2	6	1
Do., B Ch., .	–	–	–	–	–	–	–	–	–	–	–	–	5	2	2	0	7	3	6	1

NOTE.—This table has been supplied by the Director-General, Army Medical Department, War Office.

APPENDIX III. B.

DOCUMENTS GIVEN IN EVIDENCE BY WITNESSES.

No. 1.

Referred to in evidence of Rev. J. LESLIE PORTER, qq. 135–40, 208, 209, 241.

GRADUATES, &c.

The following Degrees in the Faculties of Arts, Law, and Medicine, and in the Department of Engineering, and the following Diplomas in Civil Engineering, Agriculture, Elementary Law, and Midwifery, have been obtained in the Queen's University by Students of Queen's College, Belfast, who subsequently obtained the distinctions and positions attached to their respective names.

An asterisk is affixed thus (*) to the names of Graduates, &c., who held a College Scholarship in Queen's College, Belfast.

Alexander, William, M.D. 1865. Army Medical Service, by competition.

*Allen, A. J. Campbell, B.A., 1872, M.A. 1877. Senior Wrangler University of Cambridge, 1878.

Anderson, John A., M.D. 1866. Army Medical Service, by competition.

*Anderson, Richard J., B.A. 1869, M.A. 1870, M.D. 1872. Professor of Natural History, Queen's College, Galway.

Anderson, William W., M.D. 1867. Army Medical Service, by competition.

Archer, Thomas, M.D. 1876, M.CH. 1876, Dip. Med. 1876. Army Medical Service, by competition.

*Aston, Wm. Geo., B.A., 1862, M.A. 1863, Honoris Causâ D.Lit. 1882. Consular Service, Japan, by competition.

*Barbour, David M., B.A. 1862, Honoris Causâ D.Lit. 1882. Civil Service of India, by competition.

*Barkley, David G., B.A. 1854, M.A. 1855, Honoris Causâ LL.D. 1882. Civil Service of India, by competition; Member of Legislative Council, India.

Beatty, Thomas, Dip. Eng. 1864, M.E. 1882. Engineer, Public Works of India, by competition.

Beresford, John S., Dip. Eng. 1865, M.E. 1882. Engineer, Public Works of India, by competition.

*Birkmyre, James, B.A. 1861, M.A. 1882. Civil Service of India, by competition.

Bodkin, John C., M.D. 1860, M.CH. 1880, Dip. Mid. 1880. Medical Officer, Chinese Imperial Maritime Customs.

*Bole, William, B.A. 1853, M.A. 1855. Inspector of National Schools.

*Bottomley, James T., B.A. 1866, M.A. 1867. Lecturer in Natural Philosophy in the University of Glasgow.

*Bottomley, William, B.E. 1869. Sometime of Imperial Telegraph Department, Brazil.

Breakey, John, M.D. 1858. Naval Medical Service, by competition.

*Brown, J. M'Leavy, B.A. 1868. Assistant Chinese Secretary, British Legation, Pekin; Chinese Secretary to the British Embassy to Europe and the United States (1868).

*Browne, A. Lang, M.D. 1871, M.CH. 1871 Army Medical Service, by competition.

Browne, John Walton, B.A. 1863, M.D. 1867. Surgeon in Royal Hospital, Belfast.

Browne, Samuel H., M.D. 1870, M.CH., 1870. First place Naval Medical Service, by competition.

*Buick, David, B.A. 1862, LL.B. 1876, LL.D. 1879, M.A. 1882. Civil Service of India, by competition; Agent to Governor, Ganjam.

*Burden, Henry, B.A. 1859, M.O. 1860, M.A. 1861. Late Demonstrator of Anatomy, Queen's College, Belfast.

Burrows, Andrew, B.A. 1863. Assay Master of Mint, Calcutta.

Byers, John William, B.A. 1874, M.A. 1875, M.D., M.CH. 1878. Physician for Diseases of Women, Royal Hospital, Belfast.

Campbell, Arthur R., M.D. 1874. Indian Medical Service, by competition.

Carleton, Patrick M., M.O. 1877, Dip. Mid. 1877, M.CH. 1878. Army Medical Service, by competition.

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Catherwood, W. A., M.D. 1865. Army Medical Service, by competition.

*Chambers, Robert M'C., B.A. 1865, M.A. 1866. Head Master, Grammar School, Perth.

*Charles John James, M.D. 1865, M.CH. 1865, B.A. 1867, M.A. 1868, Honoris Causâ D.Sc. 1882. Professor of Anatomy and Physiology, Queen's College, Cork; Fellow of Royal University of Ireland.

*Charles, T. W. Cranstoun, M.D. 1869, M.CH. 1869. Demonstrator, &c., St. Thomas's Hospital, London.

*Coates, Charles V., B.A. 1873, M.A. 1874. Royal Scholarship, 1871, by competition.

*Coates, John M., M.D. 1855. Indian Medical Service, by competition; late Sanitary Commissioner for Bengal; Principal and Professor of Medicine, &c., &c., Medical College, Calcutta.

*Corkey, Joseph, B.A. 1866, M.A. 1857, LL.D. 1859, LL.D. 1882. Late Professor of Celtic Languages, Queen's College, Galway.

*Corry, Thomas Hughes, B.A. 1877, M.A. 1878. F.L.S., late Shuttleworth and Foundation Scholar, Gonville and Caius College, Cambridge.

*Craig, John, B.A. 1852. Inspector of National Schools.

*Cuming, Edward, B.A. 1873, M.A. 1882. Studentship in the Inns of Court, London.

*Cuming, James, B.A. 1854, M.A. 1855, M.D. 1855, Honoris Causâ D.Sc. 1882. Professor of Medicine, Queen's College, Belfast; Examiner in Medicine, Queen's University.

Cunningham, John A., M.D., M.CH. 1880. Indian Medical Service, by competition.

*Davidson, Richard B., M.D. 1860. Army Medical Service, by competition.

*Davis, George M'B., M.D. 1866, M.CH. 1866. Army Medical Service, by competition.

*Dawson, Louis R., M.D. 1873, M.CH. 1873, Dip. Mid. 1873. Army Medical Service, by competition.

Dempsey, Patrick J., M.D. 1876, M.CH. 1876, Dip. Mid. 1876. Army Medical Service, by competition.

*Dewar, Elliott P., B.A. 1870, M.A. 1871. Inspector of National Schools, by competition.

Dick, John, M.D. 1869. Surgeon, Mount Ida District Hospital, Otago, New Zealand.

*Dick, John C., B.A. 1872, M.A. 1877. Head Master, Academical Institution, Londonderry.

*Dill, Samuel, B.A. 1864, M.A. 1882. Head Master, Grammar School, Manchester.

*Dods, Robert, B.A. 1861. Head Master, School of Modern Languages, Royal Academical Institution, Belfast.

*Donnell, Robert Cather, B.A. 1860, M.A. 1863, Honoris Causâ LL.D. 1882. Sometime Whately Professor of Political Economy in the University of Dublin; formerly Examiner in Jurisprudence and Political Economy, Queen's University; late Professor of Jurisprudence and Political Economy, Queen's College, Galway.

*Dogherty, James B., B.A. 1864, M.A. 1865. Professor of Logic, Belles Lettres, and Rhetoric, Magee College, Londonderry.

Dunlop, James, M.D. 1868. Naval Medical Service, by competition.

*Frazer, James, M.D. 1867, M.CH. 1867. Army Medical Service, by competition.

Gillespie, Robert, M.D. 1853. Army Medical Service, by competition.

*Gimlette, G. H. Desmond, M.D. 1879, M.CH. 1879. Indian Medical Service, by competition.

*Graham, Hugh C. B.A. 1856, M.A. 1882. Professor of Metaphysics and Ethics, Magee College, Londonderry.

Gamble, John, B.A. 1866. Late Professor of Languages, Eagleswood Military Academy, New Jersey, U.S.; Head Master, Collegiate Academy, Canton, Ohio, U.S.

*Hall, John Carey, B.A. 1866, M.A. 1881. Consular Service, Japan, by competition.

*Halliday, John T., B.A. 1869. Civil Service of India, by competition.

*Hamilton, Alex., B.A. 1860, M.A. 1882. Inspector of National Schools, by competition.

*Hart, Robert, B.A. 1853, Honoris Causâ M.D. 1875, Honoris Causâ LL.D. 1882. Inspector-General, Imperial Maritime Customs, China; (now Sir Robert Hart, K.C.M.G.)

Hudett, John Courtney, M.D. 1878, M.CH. 1878. Army Medical Service, by competition.

Hay, Robert, M.D. 1862. Naval Medical Service, by competition.

*Heath, Robert Edward, M.D. 1859. Army Medical Service, by competition.

Henderson, William R. M.D. 1878. M.CH. 1878. Army Medical Service, by competition.

*Hodges, Geo. Justus L., B.A. 1864, M.A. 1882. Consular Service, Japan, by competition.

*Hoey, William, B.A. 1868, M.A. 1869, Honoris Causâ D. Lit. 1882. Civil Service of India, by competition.

*Houston, Thomas G., B.A. 1863, M.A. 1864. Head Master, Coleraine Academical Institution.

*Hunter, John L., B.A. 1863, M.A. 1864. Professor of Mathematics and Natural Philosophy, King's College University, Windsor, N.S.

*Ingram, Thomas D., Dip. El. Law, 1852, B.A. 1853, LL.B. 1853., M.A. 1882, LL.B. 1882. Law Studentship, Inns of Court, London, by competition; and Professor of Law, and Jurisprudence, Presidency College, Calcutta.

Johnson, William E., M.D. 1870, M.CH. 1870, Dip. Mid. 1872. Army Medical Service, by competition.

Johnston, William Thos., M.D. 1875, Dip. Mid. 1875. Army Medical Service, by competition.

*Jordan, John N., B.A. 1873, M.A. 1882. Second place, Consular Service, Japan, by competition.

*Kane, Hugh Smiley, B.A. 1860, M.D. 1862, M.A. 1882. Geological Survey of India, by competition.

*Keenan, Michael, B.A. 1867. Inspector of National Schools, by competition.

*Kirker, Gilbert, M.D. 1876, M.CH. 1879, Dip. Mid. 1879. Naval Medical Service, by competition.

Kirpatrick, H. C., M.D. 1875, M.CH. 1875. Army Medical Service, by competition.

Kirkpatrick, Wm. T., B.A. 1868, M.A. 1870. Principal, Lurgan College.

*Larmor, Joseph, B.A. 1874, M.A. 1875, Honoris Causâ D.SC. 1882. Professor of Natural Philosophy, Queen's College, Galway; Senior Wrangler, University of Cambridge, 1880; Fellow of St. John's College, Cambridge; Fellow of the Royal University of Ireland.

*Leebody, John R., B.A. 1862, M.A. 1863, Honoris Causâ D.SC. 1882. Professor of Mathematics and Natural Philosophy, Magee College, Londonderry.

*Leitch, Matthew, B.A. 1863, M.A. 1864, Honoris Causâ L.Lit. 1882. Professor of Biblical Criticism, Assembly's College, Belfast.

*Lendrum, William Henry, M.D. 1881. M.CH. 1881, Dip. Mid. 1881. Army Medical Service, by competition.

Little, Charles, M.D. 1871, M.CH. 1871. Army Medical Service, by competition.

Little, Stephen, M.D. 1878, M.CH. 1878, Dip. Mid. 1878. Indian Medical Service, by competition.

Logan, John S., M.D. 1881, M.CH. 1881, Dip. Mid. 1881. Army Medical Service, by competition.

Longford, J. Henry, B.A., 1868. Consular Service, Japan, by competition.

*Lupton, William, B.A., 1852, M.A. 1853. Late Professor of Jurisprudence and Political Economy, Queen's College, Galway.

*M'Callum, John, B.A. 1866, M.A. 1882. Head Inspector of National Schools.

*M'Clintock, Wm. Jos., B.A. 1878, M.A. 1879. Inspector of National Schools.

M'Clure, Edmund, B.A., 1864, M.A. 1865. Secretary of the Society for the Promotion of Christian Knowledge.

M'Conaghy, John, M.D. 1841, M.CH. 1871. Army Medical Service, by competition.

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*MacCormac, Wm., B.A. 1855, M.D. 1857, M.A. 1858, Honoris Causâ M.CH. 1879, Honoris Causâ D.Sc. 1882. Now Sir William MacCormac, Surgeon to St. Thomas's Hospital, London; formerly Member of Senate of Queen's University.

M'Cormack, Robert James, M.D. 1881, M.CH. 1881, Dip. Mid. 1881. Naval Medical Service, by competition.

M'Cracken, John A., B.A. 1866, M.D. 1870, M.CH. 1870. Army Medical Service, by competition.

*M'Creevy, James, M.D., 1857. Army Medical Service, by competition.

M'Crystal, Edward, M.D. 1865. Army Medical Service, by competition.

MacDonald, John A., M.D. 1863. Naval Medical Service, by competition.

*M'Elwaine, Adam J., B.A. 1874, M.A. 1882. Inspector of National Schools.

*M'Farland, John H., B.A. 1871, M.A. 1872. Head Master of Ormond College, Melbourne.

*M'Gaw, Joseph T., B.A. 1861, M.A. 1882. Sometime Professor of Logic, Belles Lettres, and Rhetoric, Magee College, Londonderry.

*M'Geagh, Robert Thomas, M.D. 1880, M.CH. 1880, Dip. Mid. 1880. Army Medical Service, by competition.

Macgill, Edward, M.D. 1854. Army Medical Service, by competition.

M'Ivor, Robert, M.D. 1876, M.CH. 1876. Naval Medical Service, by competition.

*M'Kane, John, B.A. 1860, M.A. 1862, Honoris Causâ LL.D. 1882. Barrington, Lecturer. Formerly Examiner in Jurisprudence and Political Economy, Queen's University, Professor of English Law, Queen's College, Belfast.

*M'Kean, Edward, B.A. 1865. Consular Service, China, by competition.

*M'Kellar, Alexander Oberlin, M.D. 1869, M.CH. 1869. Assistant Surgeon in St. Thomas's Hospital, London, and Lecturer in Operative Surgery.

*M'Keown, William Alexander, M.D. 1869, M.CH. 1869. Member of Senate, Royal University.

*M'Kinney, Hugh G., Dip. Eng. 1867, M.E. 1882. Engineer, Public Works of India, by competition.

*Macloskie, George, B.A. 1857, M.A. 1858, Honoris Causâ D.Sc. 1882. Professor of Natural Science, College of New Jersey, Princeton, U.S.

*M'Mahon, George Y., B.A. 1852, Dip. El. Law. 1852, M.A. 1860. Late Professor of Modern Languages, Royal College, Mauritius.

*M'Master, James, B.A. 1871, M.A. 1873, Honoris Causâ D.Lit. 1882. Professor Ancient Classics Magee College, Londonderry; Fellow of the Royal University of Ireland.

*M'Minn, Charles W., B.A. 1858. Civil Service of India, by competition.

*M'Mordie, David, B.E. 1868. Engineer, Public Works of India, by competition.

*M'Mordie, Hans, B.A. 1867, M.A. 1868, Honoris Causâ LL.D., 1882. Late Member of Senate, Queen's University.

*M'Mordie, William K., M.D. 1868, Honoris Causâ M.CH. 1882. Late Examiner in Midwifery, Queen's University.

*M'Quaid, Peter J., M.D. 1872, M.CH. 1872. Inspector of National Schools, by competition.

*M'Watters, George, B.A. 1860, M.A. 1882. Civil Service of India, by competition.

*Martin, James Hall, B.E. 1868, M.E. 1882. Surveyorship, Demerara.

Maybin, William, B.E. 1873, M.A. 1882. Head Master, Burgh School, Kirkcaldy.

*Meeke, Moses, B.A. 1868, M.A. 1889. Inspector of National Schools, by competition.

*Millar, John Bell, B.E. 1868, M.E. 1882. Assistant Professor, Owens College, Manchester.

*Monteath, James, B.A. 1867, M.A. 1868. Civil Service of India, by competition.

Monteath, Joseph J., M.D. 1867. Indian Medical Service, by competition.

Moore, John, M.D. 1852. Surgeon in Royal Hospital, Belfast.

*Mullan, Andrew, B.A. 1862, M.A. 1863, M.D. 1866. Naval Medical Service, by competition.

*Mulligan, William John, B.A. 1858, M.A. 1882. Second Place, Civil Service of India, 1859, by competition.

*Munro, J. Edwin C., B.A. 1871, LL.B. Univ. of Camb., ad eundem, 1876, Honoris Causâ, LL.D., 1882. Studentship, Inns of Court, London, by competition.

*Murphy, James E., B.A. 1876, M.A. 1867. Civil Service of India, by competition.

Murray, W. W., M.D. 1869. Professor of Materia Medica in College of Physicians and Surgeons, Baltimore, U.S.

*Nedwill, Courtney, M.D., 1860. Army Medical Service, by competition.

Nelson, Joseph, M.D. 1863. Ophthalmic Surgeon, Belfast Royal Hospital.

*Neubitt, Alfred A.I., B.A. 1878, M.A. 1882. Professor of English Literature in the Muhammadan Anglo-Oriental College, Aligarh.

*Newsome, James C., B.A. 1866, M.A. 1867. Examination for Consular Service, China, by competition.

O'Flaherty, Thomas A., M.D. 1859. Naval Medical Service, by competition.

*Oliver, Charles Henry, B.A. 1876, M.A. 1878. Professor of English Language, Tungwan College, Peking.

O'Neill Henry, M.D. 1877, M.CH 1877, Dip. Mid. 1877. Surgeon and Pathologist in Royal Hospital, Belfast.

*Park, John, B.A. 1862, M.A., 1863, Honoris Causâ D.Lit. 1882. Professor of Logic and Metaphysics, Queen's College, Belfast; Fellow of the Royal University of Ireland.

*Pedlow, James, M.D., 1876, M.CH. 1876, Dip. Mid. 1876. Army Medical Service, by competition.

*Parry, James, B.E. 1873, M.E. 1882. County Surveyor, Ireland, by competition.

*Perry, John, B.E. 1870, M.E. 1882. Professor of Applied Mechanics, City and Guilds Technical College, Finsbury.

*Porter, Alexander, M.D. 1864. Army Medical Service, by competition.

Porter, Andrew M., B.A. 1856, M.A. 1882, Honoris Causâ LL.D, 1882. Master of the Rolls, Ireland.

*Porter, Francis K., B.A. 1865. Consular Service, China, by competition.

*Porter, John S., B.A. 1858, M.A. 1882. Civil Service of India, by competition.

*Porter, Leslie A. S., B.A. 1873., M.A. 1875, Honoris Causâ LL.D. 1882. Civil Service of India, by competition.

*Price, Gordon, M.D. 1868, M.CH. 1868. Army Medical Service, by competition.

*Price, William, M.D. 1868, M.CH. 1868. Army Medical Service, by competition.

*Quale, William A., M.D. 1877, M.CH. 1877, Dip. Mid. 1877. Army Medical Service, by competition.

*Reid, Robert, B.A. 1854. Army Medical Service, by competition. Late Demonstrator of Anatomy, Queen's College, Galway.

*Reid, Robert, B.A. 1862, M.A. 1863. Civil Service of Ceylon, first place, by competition, 1866.

Rentoul, J. Lawrence, B.A. 1867, M.A. 1868. Professor of Theology, Ormond College, Melbourne.

Robinson, Robert H., M.D. 1877, M.CH. 1877. Indian Medical Service, by competition.

*Ross, David, B.A. 1853, M.A. 1854, Dip. El Law, 1854, LL.B. 1855, Honoris Causâ LL.D. 1881. Q.C., late Secretary, Queen's Colleges Commission; Late Member of Senate of Queen's University; Commissioner of National Education; Recorder of Belfast.

Ross, James, M.D. 1874, M.CH. 1876, Dip. Mid. 1876. Indian Medical Service, by competition.

*Ross, James, B.A. 1881, M.A. 1882. Inspector of National Schools.

Rowney, William, M.D. 1878, M.CH. 1878. Army Medical Service, by competition.

*Russell, James, B.A. 1863, M.A. 1878, LL.B. 1874, LL.D. 1882. Consular Service, China, by competition.

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*Russell, Samuel Marcus, B.A. 1877, M.A. 1878. Professor of Mathematics and Astronomy, Tungwen College, Peking.
*Sanders, Richard B., B.E. 1864. County Surveyorship, Ireland, by competition.
*Scott, Ross, B.A. 1869, M.A. 1870. Civil Service of India, by competition.
*Seeds, Robert, Dip. El. Law 1856, B.A. 1857, LL.B. 1857, LL.D. 1859, M.A. 1882. Q.C.
Semple, David, M.B. 1881, M.CH. 1881, Dip. Mid. 1881. Army Medical Service, by competition.
*Sharkey, Edmund de la Garde, B.A. 1865, M.A. 1866. Civil Service of India, by competition.
Sharpe, Alexander, M.D. 1879, M.CH. 1879. Army Medical Service, by competition.
Sharpe, William, M.D. 1866, M.CH. 1868. Army Medical Service, by competition.
*Shaw, James Johnston, B.A. 1865, M.A. 1866, Honoris Causâ LL.D. 1882. Sometime Whately Professor of Political Economy, University of Dublin, and Professor of Logic, Belles Lettres and Rhetoric, Magee College, Londonderry.
Shawcross, H. Joseph, B.E. 1873, Assistant Engineer, Borough of Liverpool.
*Sinclair, Thomas, M.B. 1881, M.CH. 1881, Dip. Mid. 1881. Demonstrater of Anatomy, Queen's College, Belfast.
*Smith, Hugh M'L., B.A. 1866, M.A. 1882. Civil Service of India, by competition.
Smith, James W. T., M.D. 1853. Physician in Royal Hospital, Belfast.
*Smith, William M'L., B.A. 1863, M.A. 1864. Late Professor of Mathematics, Doveton College, Calcutta.
*Smyth, Thomas Watt, B.A. 1858, M.A. 1859. Civil Service of India, by competition.
Spedding, Robert D., B.A. 1858, M.A. 1859. Civil Service of India, by competition.
*Stack, Edward, B.A. 1869, M.A. 1870, Honoris Causâ LL.D. 1882. Civil Service of India, by competition, (First Place); Director of Agriculture, Assam.
*Stevely, Robert Sankey, B.A. 1863. Inspector of Schools, England.
Stewart, William, M.D. 1852. Army Medical Service, by competition.
*Stronge, S. English, B.A. 1871, M.A. 1872. Inspector of National Schools, by competition.
Taggart, David, M.D. 1858. Army Medical Service, by competition.
*Tate A. Chambers, B.A. 1875, M.A. 1876. Civil Service of India, by competition.
Thornley, John George, M.D. 1864. Army Medical Service, by competition.
Thynne, Henry, B.A. 1859, LL.B. 1873, M.A. 1882, LL.D. 1882. Late Sub-Inspector, Constabulary, by direct appointment; Resident Magistrate.
Wales, John Frederick, B.A., 1872, M.D. 1876, M.CH. 1876. Medical Officer, Chinese Imperial Maritime Customs.
Walker, David, M.B. 1856. Late Surgeon to the "Fox" Arctic Expedition in search of Sir John Franklin.
Ward, Marcus J. B., B.A. 1864. Inspector of Schools, England.
Watson, John, M.D. 1879. Army Medical Service, by competition.
*Watters, Thomas, B.A. 1861, M.A. 1862. Consular Service, China, by competition.
*Weir, Isaac, B.A. 1861, M.A. 1882. Q.C.
Wheeler, Charles H., M.B. 1881, M.CH., 1881. Naval Medical Service, by competition.
Wheeler, Edwin, M.D. 1864. Naval Medical Service, by competition; Acting Medical Officer, H. M. Legation, Japan.
Whitaker, Henry, M.D. 1859. Naval Medical Service, by competition.
*Whitla, William, M.D. 1877. Physician in Royal Hospital, Belfast.
*Wilkinson, H. Shaw, B.A. 1864, LL.B. 1872, LL.D. 1871. Consular Service, Japan, by competition; Studentship, Inns of Court, London, 1871.
Willans, Thomas Joseph, Dip. Eng. 1859, B.E. 1882. Royal Engineers, by competition.
*Wilson, James, B.A. 1852, M.A. 1853, LL.B. 1860, Honoris Causâ LL.D. 1881. Law Studentship, Inns of Court, London, Trinity Term, 1860, by competition; formerly Examiner in Law, Queen's University; Clerk of Convocation, Royal University.
*Wilson, John, B.A. 1854. Inspector of National Schools, by competition.
*Wilson, John, B.A. 1857, M.A. 1882. Civil Service of India, by competition.
*Wilson, John, B.A. 1868, M.A. 1869, M.D. 1871. Naval Medical Service, by competition.
*Wilson, William James, M.D. 1860. Army Medical Service, by competition.
*Wylie, James Owens, B.A. 1867, M.A. 1868, Dip. El. Law 1870, LL.B. 1871, LL.D. 1874. Exhibition, Inns of Court, London, 1871.

The following DEGREES and DIPLOMAS in the FACULTIES of ARTS, LAW, and MEDICINE, and in the SCHOOL of ENGINEERING, have been obtained in the ROYAL UNIVERSITY of IRELAND by STUDENTS of QUEEN'S COLLEGE, BELFAST.

Atkinson, Alexander, B.A. 1883.
*Austin, J. J., M.B. 1882, M.CH. 1882.
Barber, Robert Alex., M.D. 1883 B.CH. 1883.
Beatty, Robert A., B.A. 1882.
*Bell, T. G., M.D. 1882, M.CH. 1882.
Bigger, Edward Coey, M.D. 1883, B.CH. 1883
*Blaine Robert G., B.E. 1883.
Boyd, R. H., B.A. 1883.
Brannigan, Henry C., M.D. 1883, M.CH. 1883.
Brownlee, Joseph J., M.D. 1883, M.D. 1883, Dip. Obst. 1883.
Bruce, Robert, B.A. 1883.
*Burrows James R. B.A. 1882.
*Calwell, William, M.D. 1883, M.CH. 1883.
*Campbell, John E., B.A. 1883.
*Campbell John, B.A. 1883.
*Chambers, Joseph, B.A. 1883.
Clarke, George, M.D. 1883, M.CH. 1883.
Collier, George V., B.A. 1883.
Cook, James, M.D. 1882.
*Corr, William R., LL.B. 1882.
Craig, James, M.CH. 1882, Dip. Obst. 1882.
Cromie, Thomas, M.D. 1882, M.CH. 1882, Dip. Obst. 1883.
*Darbishire, Herbert D., D.A. 1883.
Deacon, J. G., M.D. 1883, M.CH. 1883.
*Dickey, Archibald A. G., M.D. 1883.
Dickey, C. C. M., B.A. 1883.
Douglas, Thomas, LL.B. 1882.
Dunn, David S., M.CH. 1883.
Ellison, John, M.D. 1883.
Entrican, John, B.A. 1882.
*Ferguson, Stanley, B.A. 1883.
Finnegan, John, B.A. 1882.
Fleming, Lee M'K., B.A. 1882
Forbes, John, B.A. 1883.
Fulton, Thomas C., B.A. 1882, M.A. 1883.
Gass, A. Barron, B.A. 1883.
Gaussen, David P., M.D. 1883.
Gibson, William, M.D. 1882, Dip. Obst. 1882, M.CH. 1883.
Gillespie, Alexander P., B.A. 1883.
*Gordon, Robert J., B.A. 1883.
Graham, John B., M.D. 1883, M.CH. 1883, Dip. Obst. 1883.
Graham, J. S., M.D. 1882.
Graham, Thomas S., LL.B. 1882, LL.D. 1883.
Graham, William, M.D. 1882, B.CH. 1883.

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Hamill, Samuel, M.D. 1882, M.CH. 1882.
Hamilton, Samuel, M.D. 1882, M.CH. 1882.
Hamilton, William R., M.D. 1882, M.CH. 1882.
Hanna, W. G., Dip. Obst. 1883.
*Harrison, Thomas, B.A. 1882.
Hawthorne, A. W., M.D. 1882, M.CH. 1882.
Heanen, Charles, M.D. 1882, M.CH. 1882.
Henderson, S. D., M.D. 1882, M.CH. 1882.
Henry, George H., B.A. 1882.
Henry, James, M.D. 1882, M.CH. 1882.
Herron, James, M.D. 1883.
Hogg, T. Simpson, B.A. 1883.
Hood, James C., M.D. 1883.
Horner, Andrew L., B.A. 1883.
*Hunter, James, B.A. 1883.
Hunter, J. F., M.D. 1882.
Irvine, Hugh A., B.A. 1883.
Irvine, Robert M, B.A. 1883.
Johnson, Alexander M., M.D. 1883, M.CH. 1883.
*Johnston, John B.A. 1882, M.A. 1883.
Johnston, William, B.A. 1882.
*Jones, Robert M., B.A. 1882.
Keelan, Patrick, M.B. 1883.
*Keightly, Samuel R., LL.B. 1882.
*Kelly, Patrick J., B.A. 1883.
Kirk, Thomas Dick, M.D. 1883.
Lawson, Francis, B.A. 1883.
Lennox, James, M.B. 1883, M.CH. 1883.
Lindsay, Alexander, M.D. 1883.
*Lindsay, J. A., M.B. 1882, M.CH. 1882.
Lithgow, J. M'G., M.D. 1882, M.CH. 1883.
Louden, James, B.A. 1883.
Lynch, John Anthony, M.D. 1883, M.CH. 1883.
M'Alister, William R. A., M.D. 1883, M.CH. 1883.
Macaulay, J. Alex. M., M.D. 1883.
Macaulay, Peter, LL.B. 1882, LL.D. 1883.
Macaulay, Samuel, B.A. 1882.
M'Auley, Matthew, M.D. 1883.
M'Caw, John, M.D. 1883.
M'Connell, Edward, M.CH. 1882.
M'Connell, T. S., M.CH. 1882.
M'Cullagh, Richard C., B.A. 1883.
MacCulloch, R. Campbell, B.A. 1882.
M'Farland, Beattie, M.CH. 1883.
M'Glynn, John, M.D. 1883.
M'Ilrath, John M., B.A. 1882.
M'Ilroy, John M., 1883.
Macmahon, B. MacW., B.A. 1883.
*M'Murray, J., M.B. 1882, M.CH. 1882, Dip. Obst. 1882.
M'Ninch, Joseph, M.D. 1883.
*M'Vicker, Alexander S., B.A. 1883.
*M'Vicker, John W., B.A. 1882.
*Martin Robert T., B.A. 1883.
Martin, W. A. P., M.D. 1883.
*Massey, Henry, M.B. 1883.
*Matthews, R. H., M.D. 1882, M.CH. 1882, Dip. Obst. 1882.
*Maylin, Joseph, B.A. 1883.
*Meek, James, M.B. 1883, M.CH. 1883.
*Meeke, David, B.A. 1882.
Millar, Simpson, B.A. 1882.
Mitchell, James, M.D. 1883.
Moody, John, B.A. 1882.
Moore, A. P. E., M.D. 1883.
*Moore, Robert Carmichael, M.D. 1882, M.CH. 1882.
Moore, Samuel James, M.D. 1883, M.CH. 1883.
*Morell, Henry, B.A. 1883.
Morrison, Robert, B.A. 1883.
Morrow, Henry W., M.A. 1882.
*Murray, F. E., B.A. 1883.
Munce, William J., B.A. 1882.
*Murphy, Charles O'B., B.A. 1882.
Nelson, William Dip. Obst. 1882.
*Oliver, Hugh A., B.A. 1882.
Orr, J. Morrison, M.D. 1882, M.CH. 1883.
*Pollock, James J., B.E. 1883.
Purdon, Richard J., M.D. 1883, M.CH. 1883.
*Reid, J. S. B.A. 1883.
Robinson, Leonard, M.D. 1882, M.CH. 1882.
Robson, J. S., B.A. 1883.
Savage, James, J. W., B.A. 1883.
Sayers, Robert, M.D. 1883. M.CH. 1883.
Shaw, Cecil E., B.A. 1883.
Shaw, Wilford W., M.A. 1882.
Sloane, George, B.A. 1883.
*Smiley, William, LL.D. 1882.
Smith, R. Strafford, M.D. 1882.
Steele, David J., B.A. 1882, M.A. 1883.
*Strahan, James A., LL.B. 1882.
Strahan, Thomas M., B.A. 1883.
Stronge, Samuel, M.D. 1882, M.CH. 1882.
Swan, S. A. L., M.B. 1882, M.CH. 1883.
*Taylor, Henry James, M.D. 1883.
Taylor, James, M.D. 1883.
Taylor, John Wilgar, M.D. 1882, M.CH. 1882.
Thomson, Charles L., LL.B. 1883.
Thomson, Samuel B., B.A. 1883.
Wallace, Samuel, B.A. 1882.
Wallace, Samuel, M.D. 1883.
Watters, William, M.D. 1883, M.CH. 1883.
*Watts, William N., B.A. 1882, M.CH. 1883.
Weir, Arthur J., B.A. 1882.
Weir, George, B.A. 1883.
*White Daniel, M.D. 1882, M.CH. 1882.
Whiteford, John W., B.E. 1883.
Wilson, Alexander, B.A. 1882.
Wilson, Barnett, M.D. 1883, M.CH. 1883, Dip. Obst. 1883.
Wilson, James, LL.D. 1882.
Wilson, James, M.D. 1882, M.CH. 1882.
*Young, J. V. M.B. 1882, M.CH.

No. 2.

Referred to in evidence of Rev. J. LESLIE PORTER, q. 1167, p. 48.

LIST of SUNDRY STUDENTS of QUEEN'S COLLEGE, BELFAST, who have since 1st January, 1881, obtained distinctions in Universities other than the Royal University of Ireland.

This list is furnished as requested by the Commission.

With regard to the List of Graduates who have gained places at the Civil Service and other Examinations, I have found it impossible to give dates. I may, however, observe:—

1. That the limitation of age in the Indian Civil Service made it necessary for the Candidates to go direct from the College. I have personal knowledge of some who did go direct, and took highest places.

2. The Queen's University instituted a Special Degree Examination in June to enable Graduates in Medicine to enter for the Government Examination in the month following. And I have reason to know that most of those who entered the Army and Navy Medical Service passed at that examination.

But, in any case, the fact is patent that our Students have been singularly successful, and by their distinguished careers reflect honour upon the College and upon the country. All experienced educationists will admit, that the training received in the College formed the basis of their success. It is a noteworthy fact, as may be seen from the list of Graduates furnished, that all, or almost all, those who have risen to eminence in this and other countries, have been scholars of the College.

J. L. PORTER.

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TABLE.

NAME OF STUDENT.	Degree in Queen's University, and Date at which obtained.	Degree elsewhere and Date at which obtained.	Date of last Session in which Students' name appeared on College Books.	Date of Gaining Distinction, &c.	Particulars of Distinction.
Semple, R. H., . .	B.A., 1880 M.A., 1882	—	1880–81	1881 1881 1881 1882 1883	Sizarship, St. John's College, Cambridge. Exhibition, Goldsmith's Company, Cantab. Exhibition, 1st in A. Examination, Mathematics University of London Foundation Scholarship, Mathematics, tenable for four years, St John's College, Cambridge. Wrangler, 21st place, Mathematical Tripos, Cambridge
Anderson, W. C. F., .	B.A., 1881 M.A., 1882	—	1881–82	1882 1882 1883 1883 1884 1884	Foundation Scholarship, University of Durham. Newby Scholarship, do. do. First Year's Scholarship, do do. University Classical Scholarship, University of Durham. Gaisbet Prize, Essay on Moral Philosophy, University of Durham Adam de Browne Exhibition for two years, may be extended to five, Oriel College, Oxford.
Larmor, Alexander, .	B.A., 1879 M.A., 1881	—	1881–82	1881 1882 1884	First Entrance Scholarship, Mathematics, Clare College, Cambridge. Foundation Scholarship, Clare College, Cambridge. Wranglership 11th place, Mathematical Tripos, University of Cambridge
Campbell, Albert , .	1882–83, Matriculated Student Attending Queen's Coll. Belfast.	—	1882–83	1883	Foundation Scholarship, Corpus Christi College, Cambridge.
M'Vicker, J. W., . .	1881, Passed the 1st Univ. Exam. in Arts.	—	1882–83	1883	Scholarship, Mathematics, Worcester College, Cambridge.
Stewart, D. A., . .	B.A., 1881 M.A., 1883	—	1882–83	1881 1883 1883 1883	First Mathematical Scholarship, Caius College, Cambridge. Foundation Scholarship, Caius College, Cambridge. Mathematic University Scholarship, open to Graduates, University of London. Goldsmith's Exhibition, University of Cambridge.
Eccles, John, . .	B.A., 1876 M.A., 1877	—	1876–77	1881	Wranglership, 14th place, Mathematical Tripos, University of Cambridge.
Newsome, J. C., .	B.A., 1876 M.A., 1877	—	1876–77	1884	Classical Scholarship, University of Dublin.
Charles R. H. . .	B.A., 1877 M.A., 1880	—	1877–78	1881	Senior Moderator, Classics; Junior Moderator, Ethics and Logic, University of Dublin.
Corry, T. H., . .	B.A., 1877 M.A., 1878	—	1877–78	1881	Scholarship, Gonville and Caius College, University of Cambridge.
Johnston, W. J. . .	B.A., 1875 M.A., 1878	—	1877–78	1883	Senior Moderator, Mathematics and Physics, University of Dublin.
Wright, A. E. . .	Matriculated in Belfast, 1877	B.A., T.C.D.	1877–78	1882	Senior Moderator, Modern Literature, University of Dublin.
Knowles, T. T. . .	B.A., 1877 M.A., 1879	—	1878–79	1882	Wranglership, 18th place, Mathematical Tripos, University of Cambridge.
Seaver, Richard, .	B.A., 1880 M.A., 1883	—	1879–80	1881 1882	Classical Scholarship, University of Dublin. Senior Moderatorship, Ethics and Logic; Junior Moderatorship, Classics, University of Dublin.
Reid, J. S., .	—	B.A., Royal Univ. 1883	1880–81	1882	Foundation Scholarship, Lincoln College, Oxford.
M'Farland, R. A. H.	B.A., 1880 M.A., 1882	— "	1880–81	1882 1883 1883	Scholarship, Gonville and Caius College, Cambridge. Wranglership, 8th place, Mathematical Tripos, Cambridge. Exhibition, Gonville and Caius College, Cambridge.
Russell, W. A., . .	Matriculated, 1880	—	1883–84	1883 1883	Exhibition, St. John's College, Cambridge. Sizarship, do. do.
Campbell, J. E., . .	—	1883, B.A. in Royal Univ.	—	1883–84	Mathematical Scholarship, tenable for five years, Hertford College, Oxford.
Darbishire, H. D., .	—	1880, B.A. in Royal Univ.	1883–84	1883	Sizarship, St. John's College, Cambridge.

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No. 3.

Forwarded by Rev. J. L. PORTER, and stated to be official.

NUMBER of Students on the Class Rolls in Queen's College, Belfast, for the Ten Sessions ending 1883–84.

—	1874–75.	1875–76.	1876–77.	1877–78.	1878–79.	1879–80.	1880–81.	1881–82.	1882–83.	1883–84.
Greek,	73	71	74	71	75	74	77	112	74	97
Latin,	81	83	89	92	91	85	91	120	107	110
Mathematics,	61	61	67	67	58	69	72	101	111	115
Natural Philosophy,	142	120	123	127	140	151	120	152	90	90
History,	9	18	11	11	7	0	0	0	7	14
English Language and Literature,	69	97	89	25	66	80	61	112	82	72
Logic,	46	42	37	67	59	46	45	80	57	57
Metaphysics,	17	20	19	15	22	21	16	52	27	41
Chemistry,	111	120	118	112	123	104	141	199	65	59
Practical Chemistry,	46	77	81	75	81	70	75	70	77	53
Zoology,	67	81	90	55	61	68	110	199	36	60
Botany,	80	90	54	61	60	61	94	82	43	53
Geology,	8	6	0	11	6	7	0	0	10	0
French,	149	138	131	140	155	165	157	175	65	40
German,	21	23	23	55	23	17	26	54	11	15
Jurisprudence and Civil Law,	20	30	27	55	21	0	20	10	25	57
English Law,	22	30	43	29	23	13	51	25	18	20
Political Economy,	13	17	14	15	23	25	22	10	15	20
Anatomy and Physiology,	144	190	195	155	503	251	209	210	112	94
Practical Anatomy,	153	150	227	255	287	295	302	310	548	210
Medicine,	53	50	65	90	97	51	80	98	109	74
Surgery,	53	52	81	50	98	107	94	95	92	57
Materia Medica,	51	59	68	70	28	94	77	80	79	31
Midwifery,	37	46	39	57	60	73	91	97	50	46
Medical Jurisprudence,	47	57	55	51	59	65	65	59	54	46
Engineering,	18	14	13	12	15	15	12	11	11	9
Operative Surgery,	29	30	41	35	48	54	59	97	51	54

No. 4.

Forwarded by Rev. J. L. PORTER.

STATEMENT of Class Fees received by the Professors of Queen's College, Belfast, for the Ten Years ending 31st March, 1884.

Professor of	1874–75.	1875–76.	1876–77.	1877–78	1878–79	1879–80.	1880–81.	1881–82.	1882–83.	1883–84.
	£ s.	£ s.	£ s.	£ s.	£ s.	£ s.	£ s.	£ s.	£ s.	£ s.
Greek,	122 0	120 0	134 0	120 6	120 6	129 0	134 0	200 0	138 0	178 0
Latin,	140 0	151 0	144 0	155 0	114 0	144 0	157 6	212 0	205 0	215 0
Mathematics,	111 0	103 5	121 0	115 0	101 0	115 6	123 0	173 0	158 6	203 0
Natural Philosophy,	240 0	214 0	219 0	240 0	245 6	255 0	250 0	252 0	220 0	191 6
History and English Literature,	101 15	120 0	130 0	107 10	90 10	111 6	119 0	137 10	170 0	153 0
Logic and Metaphysics,	74 10	61 0	65 0	151 0	93 10	95 10	74 0	95 10	159 0	161 0
Chemistry,	343 10	340 10	418 10	440 10	410 10	416 10	467 10	440 0	375 0	348 10
Natural History,	159 0	181 0	202 0	211 0	182 0	215 0	232 0	205 0	99 0	127 0
Modern Languages,	295 0	326 0	329 0	310 6	331 0	326 0	354 0	340 0	194 0	194 0
Jurisprudence and Political Economy,	59 0	86 0	75 0	56 0	79 0	84 0	74 0	69 0	70 0	105 0
English Law,	47 0	54 0	84 0	57 0	60 0	26 0	41 0	60 0	38 0	39 0
Anatomy and Physiology,	653 8	583 0	1,000 5	1,075 10	1,101 4	1,202 2	1,182 15	1,347 10	845 12	714 6
Medicine,	92 0	89 0	104 0	152 0	144 0	158 0	143 0	102 0	104 0	132 0
Surgery,	115 0	145 0	182 0	100 0	215 0	211 0	187 0	201 0	197 0	178 0
Materia Medica,	98 0	115 0	153 0	133 0	154 0	105 0	151 0	171 0	143 5	60 0
Midwifery,	84 0	74 0	88 0	74 0	118 0	119 0	144 0	118 0	*230 0	83 0
Civil Engineering,	34 0	30 0	38 0	33 0	35 0	31 0	35 0	29 0	24 0	16 0
Agriculture, and Lecturer on Medical Jurisprudence,†	64 0	61 0	77 0	74 0	105 0	113 0	102 0	127 0	110 0	105 0
	3,040 19	3,148 10	3,505 13	3,677 19	3,853 14	3,932 2	4,087 0	4,245 16	3,644 15	3,139 19

*The lectures in Midwifery having been commenced on 1st February, 1883, instead of 1st May, as in former years, the sum of £100 was thus included in the financial year 1882–3, along with £130 the Fees of the previous May, bringing two years' Fees within the year ending the 31st March, 1883.

† These Fees were for Medical Jurisprudence.

No. 5.

SUPPLEMENT to the EVIDENCE of the PRESIDENT of QUEEN'S COLLEGE, BELFAST, qq. 230, 1915, 1916.

I was examined regarding the standard of education maintained in the College, and the proofs of it.

From the tenor of the first and third heads of the warrant for inquiry, and from the returns asked for by the Commission, I stated that it seemed to me to be implied that the standard of education maintained in the College is to be estimated mainly, if not exclusively, by the honours and rewards gained by our students at the Royal University examinations. To this mode of judging I decidedly object for the following reasons:—

Such examinations as those of the Royal University can never be a complete, and may sometimes be a misleading, test of the attainments of candidates. When the examinations are *in writing* much will depend upon readiness and quickness in penmanship; when *oral*, constitutional nervousness or temporary ill health often seriously affects the best men. In all cases, when a whole year's university work is tested by one short examination, skilful "cram" and grinding have frequently an advantage over systematic training. In this College there is neither "cram" nor grinding.

Further—Most of the exhibitions in the Royal University are awarded for the general aggregate of marks upon a number of distinct subjects. A distinguished classical or mathematical scholar, such as we frequently have in this College, may thus be distanced

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in the race for exhibitions by a much inferior average man. In this College scholarships are awarded for high attainments in special subjects.

Further—In competitive examinations it is almost impossible to prevent the examination papers, or the subject matter of them, from becoming known to some of the candidates. This is especially the case in the Royal University, where there are many examiners, some of whom continue to teach candidates up to the date of the examinations. As the classes in this College close in June, and the University examinations are held in September, any such teaching of our students is impossible.

The only certain mode of testing the attainments of students, and the standard of education maintained in a college, is by the constant supervision of skilled professors in the class-room, by examinations upon the prelections in each class, and by those sessional and other collegiate examinations where the students compete with each other This is the mode adopted in this College, and by this we test our students and the standard of education.

But, while objecting to the examinations of the Royal University as forming a safe and full test of the standard of education, I admit that they are to a certain extent instructive in this respect. And I beg to direct the attention of the Commissioners to the returns which have been handed in, as they show conclusively that our students have taken a high place at the University examinations. Of these returns I now submit a brief summary for the past academic year:—

At the B.A. examination thirty-nine of our students passed, six of whom gained the only exhibitions awarded. At the M.A. examination three passed; At the LL.B. examination two passed, one gaining the only exhibition awarded. At the B E. examination three passed, one gaining an exhibition. At the M.D. examination thirty passed. At the LL.D. examination three passed.

Out of the aggregate total of 625 candidates who passed the several *undergraduate* examinations of the University in arts, medicine, and engineering, 170 were trained in this College; and out of the total of forty-three exhibitions awarded at the same examinations our students gained eleven. Our students also gained two out of the six university scholarships, and one out of the two university studentships awarded.

The returns handed in also show that out of the aggregate total of 783 candidates who passed the several examinations of the Royal University in 1883, no less than 256 were from this College; and out of the aggregate total of sixty-three studentships, scholarships, and exhibitions awarded at those examinations, our students gained twenty-two.

It will also be seen from returns handed in, that since the establishment of the Royal University in 1881, students of this College have gained forty-nine exhibitions, scholarships, and studentships, at the university examinations.

And, in addition to the above, two of our students gained scholarships, and two others exhibitions, in the University of Oxford. One gained an exhibition and one a sizarship, in the University of Cambridge; and one gained the mathematical scholarship at the B.A. examination in the University of London, during the past academic year.

With regard to the College scholarships, and the manner in which they are awarded, I wish to summarize the regulations followed.

Scholarships are open on equal terms to all sects and classes, and without restriction as to age. They were not intended to be merely awards for work done at school, or at home, or even in the College, but also aids to youths of talent to enable them to pursue a course of academic training. This is their chief value. The scholar is required to follow a prescribed course of study during the College session, and the instalments of his scholarship are paid only on his fulfilling that condition. Scholarships have another advantage. They are awarded for high proficiency in distinct subjects, or groups of cognate subjects. They thus stimulate special talent, and lead on to high distinction. A list of the graduates of the College has been handed in, and on that list scholars are indicated by an asterisk. The notes attached to the names show, at least to some extent, the high positions which a large number of our scholars, together with other graduates, have won in the older Universities, at the Bar, in the Army and Navy Medical Services, and in the Indian and Consular Civil Services. Had the College training of these men not been sound and thorough, they could not have achieved such distinguished success.

With regard to the question—"To what extent and with what results the students have availed themselves of the advantages offered by the Royal University,' and its connexion with the second head of inquiry, "In what mode rewards are distributed in the College." I desire to state the facts more fully than I was able to do in reply to questions put to me.

The Act of Parliament founding the Royal University provides that "No student *holding* an exhibition, scholarship, fellowship, or other similar prize in any other university, or in a college attached to a university, or in any college endowed with public money, shall hold any of the exhibitions, scholarships, fellowships, or other prizes in this University, without taking the value of such *previous* exhibition, scholarship, fellowship, or other similar prize into account."

The Royal University examinations, at which alone exhibitions are competed for, are held in September and the beginning of October. Some time is required by the examiners to read the papers and prepare their returns. The Senate meets on or about the 24th of October, and officially makes the awards. When the awards are made each successful candidate becomes legally entitled to his exhibition, which is paid in one sum. No exhibition or scholarship which he may gain after the above date can be legally deducted. Such is my opinion, the opinion on which I have acted.

The scholarship examinations of this College are held in the beginning of November. Some time is required by the examiners to read the papers and prepare their returns. The Council meets when the returns are ready, and officially makes the awards The College is then legally bound to pay the instalments of the scholarships so awarded, as they become due during the session.

The Royal University itself acts upon the same principle. A student in it may gain an exhibition of £24 at matriculation; he may gain a scholarship of £50 a year for three years in the following January; he may gain an exhibition of £30 at the first university examination in September of the same year, he may gain an exhibition of £40 at the second university examination in September of the year following; he may gain an exhibition of £50 at the B.A. examination in September of the next year; and these are all paid in full.

If, however, while holding a Royal University scholarship, a student should gain a Queen's College scholarship, the amount of the latter is deducted, and passes to the credit of the Royal University. This deduction is made, even though the College scholarship should be one founded by private benefaction. An instance occurred during the present academic year. The holder of the Dunville Studentship in this College gained the Royal University Mathematical Studentship. The College paid the Dunville Student £100, and the University Senate deducted the full amount, thus appropriating a private endowment. Such an act is unwise. It is unknown elsewhere. It tends to check that high standard of attainment in special departments, which our private endowments were designed to foster; and it will undoubtedly prevent men of means and public spirit from founding college scholarships in future.

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No. 6.

ARTS STUDENTS AT QUEEN'S COLLEGE, BELFAST, according to Classes, for five years, ending 1883–4. Handed in by PROFESSOR REDFERN. See qq. 241–2.

This Table shows the numbers attending the Arts Classes for the past five years, in each of the four years of the Arts Course.

In the years affected by the dissolution of the Queen's University, there was an increase in the numbers of the first year's classes, without corresponding increase in those of subsequent years. A decrease in numbers occurred in the subjects of Modern Languages, Natural Philosophy, Natural History, and Chemistry, which are attended by Medical, as well as by Arts Students.

The numbers in the second Greek Class and in that of Metaphysics, are from eight to ten larger than normal, because of the enforcement on old students of a rule of the Presbyterian Assembly, which had been in abeyance for some years.

	Year.	1879–80.	1880–81.	1881–82.	1882–83.	1883–84.
Greek.	1st,	48	47	78	36	63
	2nd,	24	22	31	33	26
	3rd,	4	7	8	5	10
	4th,	1	1	1	1	3
Total,		74	77	113	76	99
Mathematics,	1st,	92	66	90	85	85
	2nd,	12	16	10	21	26
	3rd,	3	4	6	5	4
	4th,	3	3	4	2	1
Total,		70	73	89	111	115
History & English Literature,	1st,	43	47	71	31	53
	2nd,	–	–	3	24	16
	3rd,	41	43	36	9	17
	4th,	–	1	–	–	1
Total,		86	91	110	64	87
Modern Languages,	1st,	122	130	188	54	38
	2nd,	36	41	29	22	20
	3rd,	13	15	14	–	–
	4th,	3	1	1	–	–
Total,		173	183	200	76	58
Chemistry,	1st,	85	115	86	81	43
	2nd,	2	1	–	8	7
	3rd,	14	20	16	10	4
	4th,	3	3	4	1	2
Total,		104	139	105	100	56

	Year	1879–80.	1880–81.	1881–82.	1882–83.	1883–84.
Practical Chemistry,		74	76	70	83	37
Latin,	1st,	45	48	76	65	65
	2nd,	32	30	37	33	28
	3rd,	4	7	3	6	6
	4th,	3	1	2	1	2
Total,		84	91	118	103	113
Natural Philosophy,	1st,	71	78	76	66	74
	2nd,	41	46	47	36	16
	3rd,	6	3	7	3	5
	4th,	3	–	1	–	1
Total,		121	129	130	110	96
Logic and Metaphysics,	1st,	–	–	–	1	–
	2nd,	38	41	44	47	41
	3rd,	31	13	29	31	38
	4th,	3	8	4	6	3
Total,		72	62	77	84	89
Natural History,	1st,	91	95	87	47	43
	2nd,	–	–	–	3	4
	3rd,	31	20	18	8	5
	4th,	2	3	2	2	2
Total,		124	118	107	60	54
Materia Medica,		84	77	89	70	31

No. 7.

TABLE of MEDICAL STUDENTS at Queen's College, Belfast.

Referred to in Professor Redfern's evidence, qq. 241, 242.

This Table shows the progressive increase in the number of Medical Students at Queen's College from 1860 to 1882, interrupted in 1862, when the Students of the first year fell to 39 in consequence of an increase in the Hospital fee; but this, being attended by the establishment of Summer Classes in the College and Hospital to the great advantage of the Students, was recovered from. In 1868–9 a much larger increase of Hospital fee took place, attended by a greatly larger fall in the numbers, though the increased fee only operated for a few months.

The steady rise, interrupted only on the two occasions mentioned, continued until the dissolution of the Queen's University, when the number of first year's students fell in one year from 85, the average of five years, to 26, in the class of Practical Anatomy, and in that of Physiology from 81 to 26. The number 28 appears in the Table as that of Students new to either class, in contrast to 87 of the preceding year.

Years.	58–9	59–60	60–1	61–2	62–3	63–4	64–5	65–6	66–7	67–8	68–9	69–70	70–1	71–2	72–3	73–4	74–5	75–6	76–7	77–8	78–9	79–80	80–1	81–2	82–3	83–4
Students at College,	223	227	312	376	382	386	405	418	387	390	306	383	380	368	351	375	393	393	387	433	390	404	368	388	385	472
Medical Students,	70	66	116	160	128	146	151	160	174	181	170	167	184	187	188	205	220	220	208	261	224	237	232	264	300	204
Anatomical Students of 1st,	–	–	59	48	38	48	43	43	48	32	39	51	52	56	44	68	69	55	77	70	79	82	80	87	29	52
" " 2nd,	–	–	38	30	38	35	47	40	40	46	31	46	44	44	39	41	60	38	70	75	60	66	74	36	78	28
" " 3rd,	–	–	16	16	17	18	26	33	34	30	45	40	42	24	38	34	30	37	58	51	31	71	34	39	30	71
" " 4th,	–	–	–	4	0	10	13	22	28	34	22	34	39	35	31	30	40	60	37	38	39	52	34	74	68	53
Anatomical Students—Total,	–	–	103	107	103	111	132	138	150	164	137	168	174	168	176	173	199	204	242	234	209	269	222	236	254	210

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Nos. 8 and 9.

TABLES referred to evidence of Professor Redfern, p. 10, qq. 243, 284, 286–8.

No. 8 shows the average number of Students and the amount of fees received in two years preceding the dissolution of the Queen's University, as compared with the average of the two subsequent years. An increase took place in the numbers in Fine Arts classes in the first year, represented by a total annual increase of fees of £188 5*s.*; whilst one Professor alone in the same faculty lost £233 10*s.* annually, and the whole College, £827 11*s.* 0*d.* Every Professor who teaches Medical Students has lost, some very largely. The classes of Medicine, Surgery, Midwifery, and Medical Jurisprudence, have not yet suffered, being third and fourth years classes.

In this comparison the transitional year 1881–2, in which Students were Matriculated, both in the Queen's and in the Royal University has been left out, not furnishing a fair standard.

The total number of Students at College does not represent the actual state of the College, because it contains the Medical Students of the third and fourth years, derived from the entrances previous to 1882–3, and many Students of the First Arts classes, whose names do not appear in the lists of the next year.

No. 9 shows the actual fees received by the various Professors for the last five years.

No. 8.—Comparison of the Average Amount of Fees, and of the Average Number of Students for the two years 1879–80 and 1880–1, with those of the years 1882–3 and 1883–4.

—	Average Fees of 1879–80 and 1880–1.	Average Fees of 1882–3 and 1883–4.	Fees. Increase.	Fees. Decrease.	Average number of Students in 1879–80 and 1880–1	Average number of Students in 1882–3 and 1883–4.	Students. Increase.	Students. Decrease.
	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*				
Greek,	131 10 0	109 0 0	20 10 0	—	78½	87	11½	—
Latin,	150 10 0	210 0 0	59 10 0	—	97½	124	26½	—
Mathematics,	119 0 0	203 10 0	84 10 0	—	71	113	42	—
Natural Philosophy,	201 10 0	201 10 0	—	90 0 0	198	108½	—	10½
History and English Literature,	124 10 0	*116 0 0	1 10 0	—	88½	90½	2	—
Logic and Metaphysics,	88 10 0	†131 0 0	40 0 0	—	97	91½	24½	—
Modern Languages,	340 0 0	110 10 0	—	229 10 0	184½	97	—	117½
Chemistry,	400 0 0	380 0 0	—	20 0 0	—	—	—	—
Natural History,	221 10 0	111 0 0	—	110 10 0	101	50	—	60
Anatomy and Physiology,	1,082 10 0	779 10 0	—	443 11 0	—	—	—	—
Materia Medica,	169 0 0	102 10 0	—	65 10 0	—	—	—	—
Surgery,	199 0 0	182 0 0	—	17 0 0	—	—	—	—
Medicine,	150 10 0	147 0 0	—	3 10 0	—	—	—	—
Midwifery,	101 0 0	68 10 0	—	32 10 0	—	—	—	—
Medical Jurisprudence,	144 10 0	88 10 0	—	55 0 0	—	—	—	—
Jurisprudence and Political Economy,	69 0 0	93 10 0	24 10 0	—	—	—	—	—
English Law,	94 10 0	38 10 0	4 0 0	—	—	—	—	—
Civil Engineering,	62 0 0	20 0 0	—	10 0 0	—	—	—	—
Total,	3,993 10 0	3,166 10 0	—	827 11 0	—	—	—	—

* The Professor of History received in addition an average of £40 each for 1882–83, and 1883–84 from the doubling of the Class Fee.
† The Professor of Logic received in addition an average of £39 each for 1882–83, and 1883–84 from the doubling of the Class Fee.

The year 1881–2 has been omitted because of the disturbing influence of regulations of the Queen's University and the Royal University.

No. 9.

Fees of Professor of	1879–80.	1880–81.	1881–82.	1882–83.	1883–84.
	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*
Greek,	180 0 0	138 0 0	900 0 0	108 0 0	178 0 0
Latin,	144 0 0	187 0 0	912 0 0	208 0 0	215 0 0
Mathematics,	110 0 0	123 0 0	173 0 0	198 0 0	208 0 0
Natural Philosophy,	221 0 0	249 0 0	240 0 0	220 0 0	181 0 0
History and English Literature,	111 0 0	119 0 0	137 10 0	*124 0 0	*108 0 0
Logic and Metaphysics,	85 10 0	74 0 0	99 10 0	†120 0 0	†142 0 0
Modern Languages,	320 0 0	364 0 0	350 0 0	184 0 0	99 0 0
Chemistry,	408 10 0	463 0 0	391 10 0	411 0 0	209 0 0
Natural History,	220 0 0	220 0 0	197 0 0	99 0 0	199 0 0
Anatomy and Physiology,	1,202 2 0	1,162 10 0	1,247 10 0	840 10 0	714 0 0
Materia Medica,	195 0 0	191 0 0	171 0 0	148 0 0	60 0 0
Surgery,	211 0 0	187 0 0	201 0 0	167 0 0	187 0 0
Medicine,	258 0 0	143 0 0	192 0 0	184 0 0	190 0 0
Midwifery,	155 0 0	119 0 0	130 0 0	110 0 0	67 0 0
Medical Jurisprudence,	162 0 0	127 0 0	119 0 0	109 0 0	74 0 0
Jurisprudence and Political Economy,	94 0 0	74 0 0	89 0 0	79 0 0	108 0 0
English Law,	26 0 0	41 0 0	40 0 0	58 0 0	30 0 0
Civil Engineering,	81 0 0	99 0 0	28 0 0	24 0 0	16 0 0
Total fees,	9,088 9 0	8,854 10 0	4,160 0 0	3,388 12 0	3,010 0 0

* The Professor of History received an average of £44 for 1882–83, and 1883–84 from the doubling of the Class Fee in addition.
† The Professor of Logic received an average of £39 for 1882–83, and 1883–84 from the doubling of the Class Fee in addition.

The classes of Medicine, Surgery, Midwifery, and Medical Jurisprudence, being usually attended by Students in their third or fourth years, have not yet suffered from the diminished entrances in 1882–3 and 1883–4. The classes of Anatomy and Physiology, and the total numbers of Medical Students, will not have fallen to their lowest point from the recent diminished entrance for two years to come.

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Nos. 10 and 11.

TWO TABLES relating to Medical and Hospital Fees, prepared and handed in by Dr. REDFERN, and referred to in his evidence, qq. 344, 1877.

No. 10.—COMPARISON of FEES paid by Medical Students of Queen's College, Belfast, under the system of the Queen's and Royal University, referred to in evidence of Professor REDFERN—Q. 344 and 1906.

—	Queen's University. £ s. d.	Royal University. £ s. d.	Queen's University. £ s. d.	Royal University. £ s. d.
Queen's University: Arts Classes { Modern Languages, Experimental Physics—5 Classes,	4 0 0	10 0 0	4 0 0	10 0 0
Royal University:				
Anatomy and Physiology,	5 0 0	5 0 0		
Practical Anatomy,	6 0 0	6 0 0		
Chemistry,	5 0 0	5 0 0		
Botany and Zoology,	2 0 0	2 0 0		
Materia Medica,	2 0 0	2 0 0		
Surgery,	2 0 0	2 0 0		
Medicine,	2 0 0	2 0 0		
Midwifery,	2 0 0	2 0 0		
Medical Jurisprudence,	2 0 0	2 0 0		
Lying-in-Hospital—10 Cases,	2 2 0	3 3 0 (20 Cases.)		
			30 2 0	31 3 0
College Fees	1 0 0	2 0 0		
Matriculation Fee,	0 5 0	0 10 0		
First Examination in Arts,	—	1 0 0		
" " Medicine,	—	1 0 0		
Second " "	—	1 0 0		
M.D.,	5 0 0	8 0 0		
M.Ch.,	5 0 0	5 0 0		
Lic. Mid.,	2 0 0	2 0 0		
			13 5 0	20 10 0
Lunatic Asylum,	—	3 0 0		
Vaccination,	—	1 0 0		
			—	4 0 0
Hospital Fee,	2 12 6	2 12 6		
Clinical Lectures,	10 10 0	10 10 0		
			13 2 6	13 2 6
			£60 9 5	£78 15 5
				60 9 5
				£18 6 0

Additional payments required under Royal as compared with the Queen's University made up as follows.—

	£ s. d.
Additional Arts Fees,	5 0 0
Lying-in-Hospital (3 months and 10 cases,	1 1 0
Lunatic Asylum,	3 0 0
Vaccination,	1 0 0
Matriculation Fee,	0 5 0
College Fees,	1 0 0
Fees for University Examination,	6 0 0
	— £18 6 0

In addition repayment of every Examination Fee if rejected in the Royal University, not in the Queen's University; and an additional year's cost of maintenance, which means a year of expenditure instead of a year of income.

In Aberdeen the Medical Students of a particular year enjoy, during their four years' medical study, Bursaries of the amount of £745; and the corresponding students in Glasgow University enjoy Bursaries to the amount of £1,920.

P. REDFERN.

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No. 11.

TABLE drawn up from Advertisements merely.

Handed in by Prof. REDFERN. Referred to in his evidence, q. 1877.

PAYMENTS necessary to qualify for Practice in MEDICINE, SURGERY, and MIDWIFERY, by the LICENSES of the COLLEGES of PHYSICIANS and SURGEONS of EDINBURGH.

—	Queen's College, Belfast.	Aberdeen.	Edinburgh.	Anderson's College, Glasgow.	Western Med. School, Glasgow.	Royal Infirmary School, Glasgow.	Glasgow University.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Lecture Fees,	22 0 0	65 14 6	46 16 6	26 4 0	25 4 0	25 4 0	Total charges for Lectures, Hospitals, and Diplomas of M.B. and C.M., £90.
Hospital Attendance,	2 12 6	0 0 3	12 2 0	21 0 0	21 0 0	21 0 0	
Clinical Lectures,	10 10 0	0 6 3	0 10 0				
	35 2 6	48 0 0	59 8 0	46 4 3	46 4 0	46 4 0	
Examination Fees for the three Diplomas,	21 0 0	21 0 3	21 0 0	21 0 0	21 0 0	21 0 0	
	56 2 6	69 0 3	80 8 3	67 4 3	67 4 0	67 4 0	

These figures are probably £2 or £3 too little in the cases of the three Glasgow extra Academical Schools, whilst there may be a larger error in the case of the Edinburgh School, for the R.C.S., Edinburgh, advertises the whole cost of the Lectures, Hospital Fees, and Diplomas for the double qualification at £95.

	London Schools of Medicine.	English Provincial Schools of Medicine.
Lecture Fees alone,	£52 10s. to £65.	About £63.
Total for Lectures and Hospital Fees,	£94 10s. „ £131.	About £103.

Dr. Redfern wishes it to be distinctly understood that this Table of Scotch and English Fees is not to be supposed to be altogether accurate, because the data on which it was drawn up are not always easy to understand. He believes it to be substantially accurate within the limits above mentioned.

No. 12.

REMARKS on the LIST of MEDICAL STUDENTS of QUEEN'S COLLEGE, BELFAST, appearing in RETURNS from QUEEN'S COLLEGE, BELFAST, App. III. A., No. 2, under the heading "MEDICINE."

These details refer only to the column headed "Matriculation."

Handed in by Professor REDFERN, and referred to in his evidence, q. 1887.

The column refers to 66 students, { 21 Royal. / 45 Queen's.

66 whose last examination was Matriculation.

The 21 Royal contain,
- 16 First Year's Medical Students.
- 5 Second mixed years.
- 1 is studying for University of London.
- 1 is of the same name as a recent L.R.C.S. and P., Edin., but he may not be the same person.

21

The 45 Queen's contain,
- 7 First Year's Medical Students.
- 1 is a Registered Practitioner.
- 1 has given up Medicine.
- 1 has gone to Chemistry altogether.
- 5 are going to Royal University.
- 7 have passed one or both Examinations in Colleges of Edinburgh or Dublin.
- 13 intend to take the double qualification in Edinburgh or Glasgow.
- 1 is pursuing the Hospitals of London course.
- 9 intentions not known.

45

P. REDFERN.

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Nos. 13 and 14.

QUEEN'S COLLEGE, BELFAST.

TABLES extracted from the REPORT for 1883, of the BELFAST ROYAL HOSPITAL, handed in by Dr. WHITLA, during his examination. Referred to in q. 1449.

No. 13.

DISEASES treated in the MEDICAL WARDS, during the Year ending 31st August, 1883.

——	No. of Varieties of Disease.	No. of Cases Treated.	Deaths.
1. Diseases of the Nervous System,	25	104	8
2. Diseases of Genito-Urinary Organs,	4	87	8
3. Diseases of Respiratory Organs,	10	160	12
4. Diseases of Circulatory System,	4	71	4
5. Diseases of Digestive System,	20	103	5
5. Diseases of Cutaneous System,	6	25	–
7. Contagious Diseases,	6	87	2
8. Poisoning and Miscellaneous Affections,	9	119	5
9. Moribund on Admission,	–	8	3
Total,	84	740	47

No. 14.

DISEASES and INJURIES treated in the SURGICAL WARDS, during the Year ending 31st August, 1883.

——	No. of Varieties of Disease.	No. of Cases Treated.	Deaths.
1. Diseases and Injuries of Nervous System,	2	20	3
2. Deformities,	6	26	–
3. Diseases and Injuries of the Eye and Ear,	8	31	–
4. Diseases and Injuries of Genito-Urinary Organs.	17	108	5
5. Diseases and Injuries of Circulatory System,	3	7	–
5. Diseases and Injuries of Digestive System,	8	30	1
7. Diseases and Injuries of Locomotive System, &c.	46	353	9
8. Abscesses and Diseases of Cellular Tissues,	13	146	3
9. General and Miscellaneous Diseases,	28	104	2
10. External Injuries to Soft Parts,	15	273	18
11. Moribund on Admission,	–	10	10
Total,	148	1,108	51

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No. 15.

Handed in by Dr. WHITLA, Belfast. See his Evid.

Showing the Hospitals in Belfast actually utilized for Clinical Teaching, with the number of their beds, patients, &c.

NAME.	Number of Beds.	Annual Number of Intern Patients.	Annual Number of Extern Patients	Active Teaching Staff.
Belfast Royal Hospital— (Medical, Surgical, Ophthalmic, Gynæcological, and Fever).	180	2,000	10,564 (39,656 attendances).	4 Physicians. 4 Surgeons. 1 Gynæcologist. 1 Ophthalmic Surgeon. 2 Assistants. 1 Teacher of Pharmacy. 1 Teacher of Dentistry.
Hospital for Insane, . . .	510	683	—	1 Physician.
Belfast Children's Hospital, . .	40	313	7,244 (14,319 attendances).	2 Physicians. 2 Surgeons.
Ulster Hospital for Women and Children.	32	230	4,255 (7,568 attendances).	2 Physicians. 2 Surgeons. 1 Gynæcologist.
Extern Midwifery Dispensary, . (In connexion with Ulster Hospital).	—	—	300 Labour Cases.	4 Physicians.
Belfast Ophthalmic Hospital, .	30	198	1,500 (6,000 attendances).	1 Surgeon.
Lying-in Hospital, . . .	15	250 Labour Cases.	—	1 Physician.
Total, ...	807	3,584	23,863 involving 67,43 attendances.	(6 of the above 30 hold two appointments). 24

It will thus be seen that in connexion with the Belfast Medical School there are at present on *constant* duty 24 Teachers engaged in Clinical Instruction on 807 beds, and a total of what may be practically regarded as over 70,000 cases.

W. WHITLA, M.D.,
Physician to Royal Hospital, Consulting Physician to Ulster Hospital for Women and Children, Vice-President of the Ulster Medical Society.

No. 16.

NAMES of STUDENTS of QUEEN'S COLLEGE, CORK, who have obtained places in COMPETITIVE EXAMINATIONS for the INDIAN, ARMY, and NAVY MEDICAL SERVICES.

Referred to in evidence of Dr. SULLIVAN, qq. 2119, 2120.

Allport, H. Kingston, M.D., &c., 1879; A.M.S.
Ambrose, John Daly, B.A., 1861; M.D., 1863; IND. M.S. (Surgeon, Madras Army).
Armstrong, G. Wm. Fred., M.D., 1872; R.N.M.S. (Surgeon, R.N.)
Anthony, Mark Edw., M.D., 1867; A.M.S. (Surgeon-Major).
Barry, Danl. F., M.D., &c., 1877; IND. M.S. (Surgeon-Bangal Army).
Barry, James, M.D., 1863; A.M.S. (Retired Surgeon-Major, now Med. Off. No. 2, Middleton Disp. Distr., co. Cork).
Barry, John, M.D., 1867; A.M.S. (Surgeon-Major).
* Barnes, Wm. Geo. Kynaston, M.D., &c., 1881; R.N.M.S. (Surgeon, R.N.)
Beamish, James Maybury, M.A., (1865), M.D., &c., 1868; A.M.S. (Surgeon-Major).
Beamish, Robert Talbot, M.D.; A.M.S. (Surgeon).
Bennett, Wm. Fullar, M.D., &c., 1867; A.M.S. (Surgeon-Major).
Benson, Philip L., B.A., 1870; M.A. 1871; M.D., 1872; A.M.S.
Babington, Thomas, L.K. and Q.C.P.I. 1882; L.R.C.S.I., 1860 (Surgeon-Major) A.M.S.
* Bolster, Thos. Gardiner, M.D. 1863; A.M.S.

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Briton, Wm. Edward, M.C., &c., 1874; R.N.M.

• Brown, Hy. Thos., M.D., 1865; A.M.S. (Surgeon-Major).

Bull, George Hy., M.D., &c, 1877; In. M.S. (Surg., Bombay Army).

Busteed, Hy. Elmsley, M.B., 1864; M.R.C.S. Engl., Ind. M. Service (Surgeon-Major, Madras Army).

Busteed, Wm. John, M.D., 1860; Ind. M.S. (Surgeon-Major, Madras Army).

Carmody, John Power, M.D., &c., 1877; A.M.S.

*Carmody, Wm. Francis Power, M.D., &c., 1875; Surg., R. Mail Service.

Charles, Havelock H. R., M.D. (1st class), &c., 1881; Ind. M.S., 1st place at Netley, 1882.

Chatterton, James, B.A., 1865, M.D., &c., 1867; A.M.S., 1st place at first and final Examination.

Clapp, A. J., M.D., 1864; A.M.S., 1864.

Clapp, Wm. Hy. Bant, M.D., 1860; A.M.S., 1863 (Surgeon-Major).

c*Coates, Geo. John, M.D., &c., 1880; Surg., African Medical Service.

Colan, Thos, M.D., 1853; M.R.C.S., Engl., 1852; R.N.M.S. (Dep. Insp., Gen. Hosps. and Fleets; Senior Med. Officer on Arctic Expl. Exped., under Sir G. Nares).

Collins, John W., M.D., 185; A.M.S.

Collins, Wm Maunsell, M.D., &c., 1868; 1st place at Netley, 1866–7; (Surgeon, Royal Horse Guards); F.R.C.S., Engl., 1883.

Collis, Wm., M.R.C.S., Engl., 1855; A.M.S. (Brigade-Surgeon).

Colthurst, Ludlow Tooson, B.A., 1871; M.D., &c., 1874; L.R.C.S., Edin., 1874; R.N.M.S.

Coonell, Jephson J., M.D., &c., 1876; R.N.M.S.

Cook, Henry, M.D., 1864; Ind. M.S. (Brigade-Surgeon, Bombay Army.

*Coppinger, Richard Wm., M.D., 1870; R.N.M.S. (Staff-Surgeon; one of the Medical Officers of the Arctic Exploring Exped., under Adm. Sir G. Nares).

Corban, Laurence, M.D., 1864; M.R.C.S., Engl., 1864; A.M.S. (Surgeon-Major).

Corbett, J. Lane, M.D., &c., 1873; Ind. M.S. (Surgeon, Bengal Army).

Corbett, Robt. De La Cour, M.D., &c., 1867; A.M.S (1st place at Netley in 1867-8, Surgeon-Major).

Corbett, Wm. Henry, M.R.C.S., Engl., 1854; A.M.S. (Brigade-Surgeon).

*Corker, Thos. Martin, M.A., 1876; M.D., &c., 1879; A.M.S.

Coonellan, Edward, L.R.C.P. and R.C.S., Edin., 1834; A.M.S. (Surgeon-Major).

Crofts, James, M.D., &c., 1874, Ind. M.S. (Surgeon, Bengal Army).

Crowley, Joseph, M.D. and M.CH., 1879; R.N.M.S.

Crowley, Tim. Jos., M.D. and M.CH., 1882; R.N.M.S.

Curtin, Jarh. O'Brien, L.R.C.P. and L.R.C.S. Edin., 1878; A.M.S.

Curtis, Joseph L.; A.M.S.

Dann, Edward, M.D., 1859; A.M.S.

Dano, Henry Talbot, B.A., 1857; M.R.C.S., Eng., 1858; Ind., M.S. (Surgeon-Major, Bombay Army).

*Davis, Arth. Mercer, M.R.C.S., Eng., 1880; A.M.S. (1st place at Netley, 1881, and Fayrer Surg. Prize and Martin Silver Medal).

*Davis, John W., M.D., 1869; R.N.M.S.

*Dinnis, John Jeffreys, M.D and M.CH., 1880; R.N.M.S.

Donovan, Danl., M.D., 1862; R.N.M.S.

Donovan, H. Latimer, M.D. and M.CH., 1877; A.M.S.

Donovan, Justin F., M.D. and M.CH., 1876; R.N.M.S.

Dorman, Thos., B.A., 1876; M.D., &c., 1879; A.M.S.

Dunbar, Fred H., M.D., 1862; A.M.S., 1863.

*Dundon, Michael, M.D., 1876; Surg., A.M.S.

Eames, Wm. J., L.R.C.S.I., 1855, &c., R.N.M.S., 1864 (Fleet Surgeon, R.N.)

Eaton, Usher Beere, M.D., 1860; L.R.C.S., Ireld., 186; A.M.S.

Eoright, John F., M.D., &c., 1889; R.N.M.S.

*Exham, Richard, L.R.C.P. and S., Edin., 1871; A.M.S. (Surgeon-Major).

Ferguson, Robert, M.D., 1855; R.N.M.S.

Fisher, James Wm., M.D. and M.CH., 1867; R.N.M.S. (Fleet Surgeon).

Fitzgerald, Ed. Maur. Downing, M.C. and M.CH., 1867; A.M.S. (Surgeon-Major).

Fitzmaurice, Nicholas, R.R.H.S., 1870.

Fitzpatrick, John Francis, M.D. and M. CH., 1887; Ind M.S. (Surgeon-Major, Madras Army).

Fogerty, G. Jos., L.R.C.P. and L.R.C.S., Edin; R.N.M.S.

Fogerty, Hy. Archibold, M.D., M.CH., &c., 1872; A.M.S.

Foss, J. E. Vaughan, M.D., 1873; L.R.C.S.I., 1873; A.M.S.

Gallwey, Matthew Moriarty, M.D. and M.CH., 1867; A.M.S. (Surgeon-Major).

Gallwey, Pat. Jos., M.B. (R.U.I.), &c.; A.M.S.

Gallwey, Thos. Jos., M.B. and M.CH, 1873; A.M.S.

Garde, Wm. H., L.R.C.P. and L.R.C.S., Edin., 1866; A.M.S. (Surgeon-Major).

Gibson, G. L., M.D. and M.CH., 1866; A.M.S (Surgeon-Major).

Gillespie, Humphry Cardon, M.B., 1864; L.R.C.S., Edin., 1864; A.M.S. (Surgeon-Major).

Gore, Albert Aug., M.D., 1860; L.R.C.S.I. and L.K.Q.C.P., Irel., 1860; A.M.S. (Surgeon-Major).

Greany, Hugh, M.D. and M.CH. 1879; Ind. M.S. (Surg. Madras Army).

Greany, John Philip, M.D., M.CH., &c., 1874; Ind. M.S. (Surg., Bombay Army).

Greany, Mt. Uppington, M.D., 1867; L.R.C.S., Edin., 1867; R.N.M.S. (Staff Surgeon, R.N.).

* Grier, Henry, M.K.Q.C.P., Irel., 1882, &c.; A.M.S.

Hackett, Arthur Luke, L.R.C.P. and L.R.C.S., Edin., 1866; Ind. M.S. (Surgeon-Major, Madras Army).

Haines, Charles, A.M.S., 1883.

Haines, Charles H., B.A., 1868, M.D. and M.CH., 1870; R.N.M.S., late Surgeon "H.M.S. Basilisk," Surveying Exped. New Guinea, and now of Auckland, New Zealand.

Hastings, Wm. Jos., M.D. and M.CH., 1869; Ind. M.S.

Isaac, Jn. Baldwin, M.D., 1876; L.R.C.P. and L.R.C.S., Edin., 1868, R.N.M.S., Assistant Physician, Broadmoor Asylum.

Isaac, William Deacon, L.R.C.P. and L.R.C.S., Edin., 1869; R.N.M.S.

Jagoe, Benjamin R., M.D. and M.CH., 1873; A.M.S.

Jennings, Richard, M.D. and M.CH., 1878; A.M.S.

Jennings, John, L.R.C.P. and L.R.C.S., Edin., R.N.M.S.

Johnston, Percy Herbert, B.A., 1871; M.B. and M.CH, 1875; A.M.S.

Kearney, Michl., M.D. and M.CH., 1869; R.N.M.S., 1870.

Kelly, James, M.D., 1864; M.R.C.S., Engl., 1864; Ind. M.S. (Surgeon-Major, Bengal Army).

Kelly, Michael, B.A. and M.A. (Hons.) 1874 and 1878; M.D. (R.U.I.), 1882, &c.; A.M.S.

c*Kelly, Wm., D.A, 1876; M.D., 1880; M.CH., R.U.I., 1882; A.M.S.

Laffan, George, M.D., and M.CH., 1878; A.M.S.

Land, James Stuart, B.A., 1855; M.D., 1858; L.R.C.S., Edin., 1859; A.M.S.

Larken, E. L. M., M.D., 1855; A.M.S.

Leech, John Richard, M.D. and M.CH., 1872; R.N.M.S. (now District Surgeon, Winburg, Orange Free State, S. Africa).

Le Grand, Wm. John, M.D. (1st class), M.CH., &c., 1874; A.M.S.

Levis, John Sampson, M.D., 1880; M.R.C.S., Engl., 1860; R.N.M.S. (Fleet Surgeon).

Lloyd, John, M.D. and M.CH., 1868; Ind. M.S. Surgeon-Major, Bengal Army).

Lloyd, Christopher, M.D. and M.CH., 1868; Ind. M.S., 1871.

* Loane, Thomas, M.D., and M.CH., 1874; R.N.M.S.

Long, David B., Ind. M.S., 1868.

Lyons, Frederick, M.D. and M.CH., 1867; A.M.S. (Surgeon-Major).

M'Carthy, Edward, M.D., 1868; A.M.S.

M'Carthy, James Jos., M.D., 1858; M.R.C.S., Engl., 1857; M.CH., &c., 1875; A.M.S. (Surgeon-Major).

M'Carthy, James, R.N.M.S., 1873.

M'Carthy, Michl. Jos., M.D. and M.CH., 1876; Surg., Naval Med. Establishment, Jamaica.

M'Cartie, Charles Jos., B.A. (Hon.), 1871; M.D., 1873; M.CH., 1874; Ind. M.S. (Surgeon, Bengal Army).

M'Crury, Nathaniel, L.R.C.P. and L.R.C.S., Edin., 1873; A.M.S.

*M'Donnld, Denis P., M.D. and M.CH., 1872; Ind. M.S. (Surgeon, Bengol Army).

*M'Nally, Christ. John, M.D. and M.CH., 1871; L.R.C.S.I., 1871; Ind. M.S. (Surgeon, Madras Army).

Macnamara, James John, M.D., 1889; L.R.C.S., Ird., 1869; A.M.S. (Surgeon-Major).

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M'Namara, Wm. Henry, M.D., 1867; L.R.C.S., Irel., 1868; A.M.S. (Surgeon-Major).

M'Swiney, Eug. Val., M.D., 1863; L.R.C.S., Edin., 1864; A.M.S. (Surgeon-Major).

Madders, Henry John, M.D., 1872; L.R.C.S., Edin., 1873; R.N.M.S.

Magill, James, B.A., 1869; M.D., 1st class, and M.CH., 1871; first place at Netley, 1872; M.R.C.S., Eng., 1871; A.M.S.

Mansfield, Pierce, B.A., 1854; M.O., 1859; M.CH., 1868; R.N.M.S.

Martin, Daniel N., B.A., 1868; M.D. and M.CH., 1869; IND. M.S. (Surgeon-Major, Bengal Army).

*Martin, John, L.R.C.S., 1872; A.M.S. (Howard Med. and Prize of the Stat. Soc. of Lond., Alex. Memel Gold Medal and Prize, A.M.D., 1879).

Martin, Pat. Richard, M.D. and M.CH., 1867; IND. M.S. (Surgeon-Major, Madras Army).

Molony, Timothy, M.D. and M.CH., 1872; IND. M.S. (Surgeon, Bengal Army).

Moore-Keys, Christ. Wm., M.D. and M.CH., 1870; A.M.S.

Morgan, Hickman, M.D., 1868; A.M.S.

Morgan, Roslewin, M.D., 1867; L.R.C.S., Ireland, 1866; A.M.S., now Med. Off., Ballyfeard Dispensary District, co. Cork.

Moriarty, T. Barry, B.A., 1858; M.D., 1860; A.M.S. (Brigade-Surgeon, *retired*; Surgeon, Cork Prisons; Physician, Cork Fever Hospital.)

Moran, James, B.E., 1869; M.D., 1873; M.CH., &c., 1874; first place, Indian Medical Service.

Moynihan, Thom., L.R.C.P. and S., Edin., 1878; A.M.S.

Mowll, Richard Alfred, M.D. and M.CH., 1868; R.N.M.S. (Staff Surgeon, H.M.S. "Britannia").

Mullane, Jeremiah, M.D. and M.CH., 1876; IND. M.S. (Surgeon, Bengal Army).

Mullane, Patrick, M.D. and M.CH., 1860; IND. M.S. (Surgeon, Bengal Army).

Mullane, Timothy, M.B. and M.CH., 1874; A.M.S.

Mulrenan, John, M.D., 1878; M.CH., 1877; A.M.S.

Murphy, Francis Hy., M.D. and M.CH., 1876; A.M.S.

Murphy, Patrick, M.D. and M.CH., 1868; IND. M.S. (Surgeon-Major, Bombay Army).

*Nealon, Patrick Jos., M.D. and M.CH., 1880; A.M.S.

Newman, J. H., M.D. and M.CH., 1865; IND. M.S. (Surgeon-Major, Bengal Army).

Nunan, Thomas, M.D. and M.CH., 1880; R.N.M.S.

O'Brien, Barth., M.D. and M.CH., 1872; IND. M.S. (Surgeon, Bengal Army).

O'Brien, Eug. Rob., M.D., 1863; L.R.C.S., Edin., 1863; A.M.S. (Surgeon-Major).

O'Brien, Joseph, B.A., 1868; M.A., 1869; M.D., 1870; L.R.C.P. and S., Edin., 1870; IND. M.S. (Surgeon-Major, Bengal Army).

*O'Callaghan, Kenneth MacDonald, L.F.P.S., Glasgow, &c., 1873; A.M.S.

O'Callaghan, John, B.A., 1865; L.R.C.P. and S., Edin., 1873; R.N.M.S.

O'Connell, Math. Danl., M.D. and M.CH., 1869; A.M.S.

O'Connor, Danl., M.D., 1868; M.R.C.S., 1858; R.N.M.S. (Fleet-Surgeon).

O'Connor, David Watkins, L.R.C.P. and R.C.S., Edin.; R.N.M.S.

O'Dwyer, Thom. Francis, M.D., 1862; L.R.C.S., Edin. 1862; A.M.S. (Surgeon-Major).

O'Halloran, William, B.A., 1852; M.R.C.S., Engl., 1858; A.M.S. (late Surgeon-Major).

O'Connor, Wm. Arthur, M.D. and M.CH., 1866; late Surg., R.N.; Med. Off., Govt. Reformat., Stonsy Hill, Jamaica; Parech. Med. Off.

O'Kearney, Francis R., M.D., 1860; IND. M.S. (Surgeon-Major, Bombay Army).

O'Keeffe, Manus William, M.D. and M.CH., 1880; A.M.S.

O'Leary, Eug. Fr., M.D., 1870; M.R.C.S., Engl., 1858; A.M.S. (Brigade Surgeon).

O'Neill, John, M.D. and M.CH., 1870; IND. M.S. (Surgeon, Bengal Army).

*Ottley, John, L.R.C.P. and L.R.C.S., Edin. 1880; A.M.S. (with first honors in pure and in mixed mathematics).

Palmer, Edmond T., B.A., 1855; M.A., 1857; L.R.Q.C.P. and R.C.S., Ireland, 1869–70; IND. M.S. (Surgeon, Bengal Army).

Peard, Hy. James, L.R.C.P. and R.C.S., Edin., 1880; A.M.S.

Pearson, Christopher, M.D., and M.CH., 1875; R.N.M.S.

Pearson, William, M.D. and M.CH., 1873; A.M.S.

Phillips, John Mortlock, M.D., 1862; L.R.C.P. and R.C.S., Edin., 1882; R.N.M.S.

Popham, Thomas Dalton, M.D. and M.CH., 1875; R.N.M.S.

Powell, Calcb K., M.D. and M.CH., 1873; L.M.R.Q.C.P., Irel., 1874; A.M.S.

Power, Pierce G., B.A., 1860; M.D., 1863; late Surgeon, A.M.S.

Power, Robert V., M.D., 1868, L.R.C.S., Edin., 1866; IND. M.S. (Surgeon-Major, Madras Army).

Power, Thomas, R.N.M.S., 1870.

Quarry, Charles, L.R.C.P. and L.R.C.S., 1872; A.M.S.

Rahilly, Michael J., M.D., 1859; R.N.M.S.

Rattan, Jas. Jos Louis, M.D., 1865; M.CH., 1866; IND. M.S. (Surgeon-Major, Madras Army).

Riel, Wm. Rocha, M.D., 1850; M.R.C.S., Engl., 1858; IND. M.S. (Surgeon-Major, Bengal Army).

Ridings, James C., IND M.S.

Ring, James, M.D. and M.CH., 1872; A.M.S.

Roche, Arth. Wellesley, L.R.C.P. and R.C.S., Edin., 1866; A.M.S. (Surgeon-Major).

Ridings, William G., M.R.C.S., Engl., 1855; R.N.M.S., Fleet Surgeon.

Riordan, Denis A., M.D., 1861; R.N.M.S.

Riordan, John, M.O. and M.CH., R.U.I., 1882; A.M.S.

Roche, Thomas, M.R.C.S., Engl., 1854; R.N.M.S.

Ronan, Michael, B.A., 1872; L.R.C.P. Edin., 1875; L.F.P.S., Glasg., 1874; R.N.M.S.

Ryan, Michl. Richd., M.D. and M.CH., 1874; A.M.S.

Sandham, William Sale, L.R.C.P. and R.C.S., Edin., 1866; R.N.M.S.

Sandiford, John Oldfield Greatrakes, M.D. and M.CH., 1877; A.M.S.

Sexton, Edward, M.D., St. Andrew's, 1856; L.R.C.S., Edin.; Surgeon-Major, Bombay Army.

Smith, Parker A., M.D., 1864; L.R.C.S., Edin., 1864; A.M.S. (served in Ashantee War).

Smith, A. V., IND. M.S., 1869.

Smythe, Ch. E., A.M.S., 1873–4.

Sparrow, Thomas F., M.D., 1872; L.R.C.P. and S., Edin. 1871; R.N.M.S. First Place at Netley, 1872, now at Kells, county Meath.

Sugrue, Jeremiah, M.D. and M.CH., 1861; R.N.M.S.

*Sweetnam, James Long, M.D. and M.CH., 1869; R.N.M.S. (Staff Surgeon, R.N.).

*Sweetnam, William, M.D. and M.CH., 1869; R.N.M.S. (2nd place), now Med. Off. of Health, Mortlake, Victoria, Australia.

Thornhill, Wm. Hy., B.A., 1873; M.D. and M.CH., 1877; L.R.Q.C.P. and L.M., Ireland, 1876; L.R.C.S., Edin., 1877; IND. M.S. (Surgeon, Madras Army).

*Tidbury, James, M.B., M.CH., &c., 1877; A.M.S.

Tidbury, Robert, M.D., M.CH., &c., 1874; late A.M.S., now practising in London.

Townsend, Edmond, M.D. and M.CH., 1868; A.M.S. (Surgeon-Major).

Townsend, Samuel, M.D. and M.CH., 1880; A.M.S.

*Tronsdall, Alex. Blood, M.D. and M.CH., 1869; R.N.M.S. (Staff Surgeon, R.N.)

Tuckey, Thom. Brod Al., L.R.C.P. and R.C.S., Edin., 1880, A.M.S.

Tuohy, Francis Jos., M.D. and M.CH., 1871; IND. M.S. (Surgeon, Bengal Army).

Roche, William, M.R.C.S., Engl., 1858; R.N.M.S.

Semple, David, M.D., M.CH., &c, 1881; A.M.S.

Tuohy, John Francis, M.D. and L.M., 1878; M.CH., 1879 IND. M.S. (Surgeon, Bengal Army).

Walkar, G. Lemon, M.D. and M.CH., &c., 1875; IND M.S. (Surgeon, Madras Army).

Walsh, John Edward, M.D. and M.CH., 1877; IND. M.S. (Surgeon, Bengal Army).

Williamson, Wm Cotter, M.D and M.CH., 1878; R.A.M.S.

Wilson, Joseph, M.D. and M.CH. 1871; IND. M.S. (Surgeon, Bengal Army).

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No. 17.

List of all Students who have held Scholarships in Queen's College, Cork, and the subsequent distinctions obtained by them.

Referred to in evidence of Dr. SULLIVAN, qq. 2140, 2141.

An asterisk (*) prefixed to a name indicates that part of the education has been in part obtained elsewhere. B indicates that he was also a Student of Queen's College, Belfast, and G of Queen's College, Galway.

Names.	Scholarships.	Date.	Observations.
Adams, F. E.	Med. 4th year	1881–82	M.D. (Hon.) R.U.I., and Dipl. Obstetr.; M Ch. 1883.
Adams, Richard	Law, 2nd year	1864–65	Barrister. Revising Assessor of Borough of Dublin. Sessional Crown Counsel for City of Cork
Aherne, John L.	Arts Lit. 1st, 2nd and 3rd years	1869 to 72	B.A. (Hon.)
Allen, Charles	Arts Lit. 1st year	1864–65	
Allen, Robert	Arts Sc. 1st year	1865–66	B.A., LL.B. (Hon.), LL.D., Barrister, Calcutta.
	Law 3rd year and senior	1869 to 71	
Allen, Thomas T.	Arts Sc. 1st year	1855–56	
	Lit. 2nd year	1857–58	Ind. C.S. Remembrancer of Legal Affairs and Member of Council of Lieut.-Gov. of Bengal.
	Lit. and Sc. 3rd year, double first	1859–60	
	Agriculture 1st year	1856–57	
Allison, Charles Warke	Arts Sc. 1st, 2nd, 3rd, senior	1871 to 75	B.A. (Hon.), M.D., 1878.
Ambrose, Jeremiah	Arts Sc. 1st	1883–84	
Ambrose, John D.	Arts Sc. 2nd and 3rd years	1859 to 61	B.A., M.D., 1863. Surgeon Madras Army.
Ambrose, Stephen	Arts Sc. 1st year	1855–56	
	Med. 1st year	1856–57	
B. *Anderson, William	Arts Senior	1875–76	B.A. and M.A. (with Hons.)
Anglin, Arthur	Arts Sc. 1st, 2nd and 3rd years and 2 seniors	1864 to 69	B.A. and M.A (with Hons.), F.R.S.E. and M.R.I.A. Author of several Mathematical Papers. Math. Master of Morning Side College, Edinburgh.
Anglin, Samuel	Engineering 1st and 2nd years	1865–65	M.E. Whitworth Scholar by competition.
Archer, Alexander	Law 1st year	1883–84	
B. *Armour, James B.	Arts Lit. 3rd year	1863–64	
	Senior	1864–65	B.A., M.A. (Hon.) Minister in General Assembly, Ballymoney.
Armstrong, George W. F.	Arts Lit. 1st year	1867–68	M.D., 1872. Surgeon R.N.
Arnold, Patrick	Engineering 1st year	1866–67	
Atkins, George P.	Arts Sc. 1st year	1875–76	L.K. & Q.C.P., L.R.C.S.I., Resident Physician, Cork-street Fever Hospital, Dublin.
Atkins, Ringrose	Med. 4th year	1872–73	M.D. Resident Medical Superintendent, District Lunatic Asylum, Waterford. M.A. (Hon.)
Atkins, T. Gelston	Arts Sc. 1st, 2nd and 3rd years Senior	1871 to 76	B.A., M.D., Physician Cork Maternity; Surgeon Cork Hospital for Diseases of Women and Children.
Austen, Henry	Law 1st year	1880–81	
Babington, William	Arts Senior	1862–63	B.A., Solicitor, Cork.

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List of all Students who have held Scholarships in Queen's College,

Names.	Scholarships.	Date.	Observations.
Bagley, Richard B.	Arts Lit. 1st, 2nd and 3rd years Senior	1849 to 53	B.A. and M.A. (with Hons.) late Prof. of Latin, Queen's College, Galway.
Baker, Henry C.	Arts Lit. and Sc. 1st year double	1876–77	
Banks, James W.	Engineering 2nd and 3rd years	1880 to 82	B.E. (1st class) R.U.I.
Baines, Isaac	Arts Lit. 3rd year	1862–63	
Barrett, Edward	Agriculture 1st and 2nd years	1852 to 54	
Barrett, John	Arts Sc. 1st, 2nd and 3rd years and Senior	1850 to 54	B.A. Inspector of National Schools.
Barrett, Richard	Arts Sc. 1st and 2nd years	1853 to 55	M.D., &c., 1877. Surgeon Bengal Army
Barry, Daniel F.	Arts Lit. 1st, 2nd and 3rd years	1871 to 74	
Barry, Daniel	Arts Sc. 1st year	1849–50	
Barry, David	Arts Sc. 1st year	1861–62	
Barry, James	Med. 2nd and 3rd years Senior	1860 to 63	M.D., 1863. Surgeon-Major A.M.S. Ireland.
Barry, John J.	Arts Sc. 1st, 2nd and 3rd years Senior Agriculture 1st year	1856 to 62	
Barry, Michael R.	Arts Lit. 1st year Law 1st, 2nd and 3rd years	1854 to 60	Dipl. El. Law, 1860. Late Chief Justice of Gold Coast.
Barry, Michael	Arts Lit. 1st, 2nd and 3rd years	1862 to 65	
Barry, Philip	Arts Sc. 1st year	1854–55	M.E. Cork Harbour Engineer.
Barry, William	Arts Lit. 1st, 2nd and 3rd years	1872–75	B.A., 1876.
Barry, William M.	Arts Lit. 1st, 2nd and 3rd years Med. 1st year	1859 to 64	
Barter, William	Med. 3rd and 4th years	1881–83	M.D., &c., R.U.I., 1883.
Barter, William J.	Arts Sc. 1st year Med. 1st year	1860–61 1864–65	
Beamish, Ferdinand	Agriculture 1st and 2nd years	1855–57	
Beamish, James M.	Arts Lit. 2nd and 3rd years Senior Law 3rd year Senior	1861 to 67	B.A. (Hon.) M.A., 1865; M.D. and M.Ch., 1868. Surgeon-Major A.M.D.
B. *Beattie, Henry H.	Law 2nd and 3rd years	1872 to 74	LL.B., 1874; LL.D., 1877. Chaplain to the Forces.
Belcher, Robert N. T.	Arts Sc. 2nd and 3rd years Senior Engineering 3rd year	1873 to 78	B.A., 1875.
Belton, Richard	Arts Lit. 2nd and 3rd years	1873 to 75	B.A., 1875. Solicitor.
Bennett, Henry	Law 2nd year	1862–63	

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Cork, and the subsequent distinctions obtained by them—*continued.*

Names.	Scholarships.	Date.	Observations.
Benson, Hamilton	Arts Lit. 1st, 2nd and 3rd years Senior	1872–78	B.A., 1876; M.A. (with Hon.), 1877. (Dead).
Benson, Philip L.	Arts Senior	1870–71	B.A. (Hon.), 1870; M.A. (Hon.), 1871; M.D., 1872; M.Ch., 1873. Ind. M.S.
Bernard, Augustine	Arts Lit. 1st and 2nd years Med. 1st and 2nd years	1869–73	
Bergin, Stephen	Arts Sc. 1st, 2nd and 3rd years Senior	1861 to 65	B.A., 1864.
R. *Bingham, James	Arts Sc. 1st, 2nd and 3rd years	1871 to 74	B.A. (Hon.), M.A. (Hon.)
Blair, John	Med. 3rd year	1879–80	M.D. and M.Ch., &c., 1881. Shotts, Lanarkshire.
*Blackhall, J. J.	Arts Sc. 1st year	1869–70	M.D., 1874; M.Ch., 1875. Med. Officer, Killadysert Workhouse, &c.
Blyth, William D.	Arts Sc. 1st, 2nd and 3rd years Senior	1868 to 72	B.A. (Hon.) Ind. C.S. Assistant Secretary to Lieut.-Governor of Bengal.
Bourke, Mathew J.	Arts 2 Seniors	1868 to 70	B.A., 1868; M.A. (Hon.) 1869. Benchers Studentship of £21 on being called to the Bar.
Bourke, Michael	Arts Sc. 1st year Lit. 2nd and 3rd years	1861 to 65	
Boyle, Charles E.	Arts Lit. 1st, 2nd and 3rd years Senior	1877 to 81	B.A. (Hon.) Dead.
Bradley, Cornelius	Med. 3rd year	1883–84	Exhibitioner, R.U.I.
Bradley, James	Med. 3rd year	1883–84	Exhibitioner, R.U.I.
Bradley, William H.	Arts Sc. 1st year	1868–69	
Brady, John	Arts Lit. 2nd year	1861–62	
Brady, K. W.	Arts Lit. 1st year	1850–51	
Brett, James R.	Arts Lit. 2nd year	1866–67	B.A. (Hon.), 1869.
Breen, J. J.	Arts Sc. 2nd year	1854–55	B.A., 1857.
Breen, Michael R.	Arts Sc. 1st, 2nd and 3rd years	1877 to 80	B.A. (R.U.I.), 1882.
Breen, Michael	Arts Sc. 1st, 2nd and 3rd years Senior Med. 1st year	1853 to 58	B.A., 1857; M.D., 1861. In practice in New York, U. S. of America.
Brennan, Joseph	Med. 2nd year	1881–82	
Brown, Daniel	Arts Lit. 2nd and 3rd years Senior	1857 to 61	
Brown, S. Lombard	Arts Sc. 1st, 2nd and 3rd years Senior	1872–77	B.A. (Hon.) 1876, Barrister, Dublin.
Brown, John,	Arts Sc. 1st, 2nd and 3rd years Senior	1876 to 80	
Buckley, Cornelius F.	Arts Lit. 2nd and 3rd years	1862 to 64	B.A., 1865; M.D., 1865; L.R.C.P. & R.C.S., Edin., 1864.

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List of all Students who have held Scholarships in Queen's College,

Names.	Scholarships.	Date.	Observations.
*Buckley, Daniel F.	Arts Sc. 2nd and 3rd years	1862 to 64	B.A., 1864; M.K.Q.C.P., 1880; L.R.C.P. & R.C.S., Edin., 1871.
Buckley, William J.	Arts Lit. 1st year	1880–81	
Bullen, Richard,	Arts Sc. 1st, 2nd and 3rd years Senior	1849 to 54	B.A., 1853. Lieut.-Col. Royal Engineers. (Dead).
Burchill, William E.	Engineering 1st and 3rd years	1876 to 79	B.E., 1880.
*Burke, John	Arts Sc. 1st and 2nd years 2 Seniors Med. 1st and 2nd years	1862 to 69	B.A., 1865; M.D., 1873; L.R.C.S., Edin., 1872. Med. Officer-Ballane Disp. Distr., Loughrea, Co. Galway.
Burke, Michael	Med. 1st year	1862–63	
Burke, Michael	Arts Senior	1866–67	
Butler, William T.	Law 2nd and 3rd years	1868 to 71	
Busteed, Henry E.	Med. 1st year	1852–53	M.D., 1864. Ind. Med. Service, Surgeon-Major, Madras Army. Assay Master of the Mint, Calcutta.
Busteed, Thomas M.	Arts Lit. 1st, 2nd and 3rd years, Senior	1849 to 55	B.A. (Hon.) Chief Judge Small Cause Court, Madras (retired).
Busteed, William	Med. 2nd and 3rd years Senior	1855 to 58	M.D., 1860. Ind. Med. Service. (Surgeon-Major, Madras Army).
Cagney, James	Arts Lit. 1st, 2nd and 3rd years Senior	1878 to 83	B.A., 1881; M.A., 1882 (R.U.I., Hon.); M.D., &c., 1883.
Campbell, J. Colin	Engineering 1st year	1852–53	
Carden, John H.	Med 1st year	1857–58	
Carroll, Frederick	Arts Lit. 1st year	1850–51	
Carroll, William H.	Arts Sc. 1st and 2nd years	1862 to 65	
R. *Carson, William	Arts Senior	1862–63	B.A., 1862.
Casey, Edward J.	Arts Lit. 1st, 2nd and 3rd years	1850 to 58	B.A., 1854.
Cavet, Henry	Agriculture 1st and 2nd years	1855 to 57	
Charles, Havelock R.	Med. 2nd, 3rd and 4th years	1878 to 81	M.D. (First Class) and M.Ch., 1881. Ind. Med. Service. First place at Netley, 1882.
Chatterton, James,	Arts Sc. 1st year 2 Seniors	1862 to 67	B.A., 1865; M.D., &c., 1867. A.M.S. First place at First and Final Examination.
*Chestnutt, John	Arts Lit. 1st and 2nd years Senior	1866 to 71	B.A., 1869; L.R.C.P. & R.C.S., Edin., 1878. Practising at Howden, Yorkshire.
Clanchy, John E.	Arts Sc. 3rd year	1862–63	B.A., 1863. Dipl. Eng., 1866.
Clarke, John Foulkes,	Arts Lit. 1st, 2nd and 3rd years Senior	1854 to 59	B.A., 1858. Clerk, V. of S. Tawton with S. Zeal, Devon.

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Cork, and the subsequent distinctions obtained by them—*continued.*

Names.	Scholarships.	Date.	Observations.
Clarke, Joseph B.	Engineering 1st year	1868–69	
Clarke, William C.	Arts Sc. 1st year	1865–66	
B. *Cleary, Arthur P.	Arts Lit. 1st and 2nd years Senior	1856 to 61	B.A., 1860 (Hon.) Queen's Counsel.
Clement, Robert H.	Arts Lit. 1st year	1879–80	L.R.C.S.I., 1883. Glenageary, co. Dublin.
Coghlan, W. Boyle	Arts Lit. 1st and 3rd years Senior	1849 to 53	B.A., 1852; M.A., 1853; M.D., 1868. Clerk, Curate of Chirbury, Salop, 1853–57.
Colan, Thomas	Med. 3rd year	1851–52	M.D., 1853; M.R.C.S., Eng., 1852. Deputy Inspector-General Hospitals and Fleets. Senior Medical Officer on Arctic Expedition under Admiral Sir G. Nares.
Cogan, Michael	Arts Lit. 1st year	1851–52	
Collins, John W.	Med. 3rd year	1856–57	M.D., 1857. A.M.S.
Collis, Edward	Med. 1st year	1868–69	
Colthurst, Ludlow T.	Arts Sc. 2nd year Senior	1869 to 72	B.A. (Hon.); M.D., 1874. Surgeon, R.N
a. *Concannon, Patrick	Arts Sc. 1st year	1867–68	B.A. (Hon.), 1871; M.A., 1874.
Connell, Jephson J.	Arts Sc. 1st year Med. 2nd and 4th years	1871 to 76	M.D., &c., 1876. R.N.M.S.
Connellan, Edward	Arts Lit. 1st year Med. 2nd year	1856 to 61	L.R.C.S. & R.C.P., Edin. Late Surgeon-Major, A.M.D.
Connery, Daniel	Engineering 2nd and 3rd years	1873 to 75	B.E. (1st Hons.)
Connery, Maurice	Med. 4th year	1883–84	
Connolly, John A.	Arts Sc. 1st year	1864–65	M.A. (T.C.D.), Clerk. Minor Canon, St. Finbar's Cathedral, Cork.
Connor, John	Arts Lit. 1st, 2nd and 3rd years Senior	1861 to 66	B.A. (Hon.), 1865. (Dead).
Connor, John R. T.	Arts Sc. 1st, 2nd and 3rd years Med. 1st year	1879 to 83	B.A. (Hon.), R.U.I., 1882.
Conyers, Edward F.	Engineering 1st and 2nd years	1878 to 80	B.E., 1881. Brigade Surgeon, Bombay Army.
Cooke, Henry	Med, 2nd, 3rd and 4th years	1861 to 64	M.D., 1864.
Corker, Thomas M.	Arts 2 Seniors Med. 1st year	1874 to 77	B.A. (1st Hon.), 1875; M.A. (1st Hon.); M.D., &c., 1879. A.M.D.
Corker, William	Arts Lit. 1st year Law 1st year	1873 to 77	Solicitor in Cork.
Corby, Henry	Arts Senior	1870–71	B.A., 1869; M.D. & M.Ch., 1873. Professor of Midwifery, Q. C. Cork.
Corbett, Henry	Arts Sc. 1st, 2nd and 3rd years	1856 to 60	
Corbett, John Lane,	Med. 4th year	1872–73	M.D., &c., 1873. Surgeon, Bengal Army.

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List of all Students who have held Scholarships in Queen's College,

Names.	Scholarships.	Date.	Observations.
Corbett, Robert de la Cour	Med. 1st, 3rd and 4th years	1863 to 67	M.D., &c., 1867. (First place at Netley, 1867–8). Surgeon-Major.
Corcoran, J. H.	Arts Lit. 1st, 2nd and 3rd years	1881 to 83	
Cotter, Jeremiah	Med. 4th year	1879–80	M.D. (1st Hon.), M.Ch., &c., 1880. Physician, Cork Fever Hospital, and Sen. Assist. Surg., Cork North Infirmary.
Cotter, J. G. R.	Arts Lit 1st, 2nd and 3rd years	1849 to 52	
Cox, William S.	Engineering 2nd year	1856–57	Dipl. Eng. (1st Hon.), 1859.
Crawford, F. J.	Arts Sc. 1st, 2nd and 3rd years	1881 to 84	
Cremen, P. J.	Med. 3rd and 4th years	1865 to 67	M.D. (Hon.), 1867; M.R.C.S. Engl., &c.; Physician to Cork Union Hospital.
Crofts, James,	Med. 4th year	1873–74	M.D., &c., 1874. Surgeon, Bengal Army.
a. *Croke, John O'B.	Arts Senior	1872–73	B.A. (2nd Hon.), M.A., 1874. Principal Teacher in French College, Blackrock University Classes.
Croly, Daniel	Arts Lit. 1st, 2nd and 3rd years 2 Seniors	1870 to 75	B.A. (Hon.), 1873, M.A. Lecturer in Catholic University College, Dublin.
Crookshank, Charles H.	Art Sc. 2nd and 3rd years Senior	1866 to 70	B.A., 1868; M.A., 1870.
Cross, Edward	Arts Lit. 1st year Sc. 2nd year	1858 to 59	
Crowley, Joseph	Med. 4th year	1877–78	M.D. & M.Ch., 1879. Surgeon, R.N.
Crowley, Timothy	Med. 4th year	1871–72	M.D. & M.Ch., 1872. Medical Officer, Clonmoyle Dispensary District, county Cork.
Crowley, Timothy J.	Med. 1st, 3rd and 4th years	1878 to 82	M.D. and M.Ch., 1882. Surgeon, R.N.
Crowley, William	Agriculture 1st year	1857–58	
Crowe, John C.	Arts Sc. 1st, 2nd, and 3rd years	1873 to 76	Civil Service.
Crowe, O'Byrne	Arts Sc. 1st, 2nd and 3rd years	1872 to 75	B.A., 1875. Practising as an Engineer.
Commins, Andrew	Arts Sc. 1st, 2nd and 3rd years Senior Law Senior	1850 to 55	B.A. (1st Hon.), 1853; M.A. (1st Hon.), 1854; Dipl. El. Law, 1854; LL.D. (London). M.P. for Roscommon.
Commins, Arthur	Engineering 1st year	1869–70	
Cummins, William E. Ashley	Arts Sc. 1st and 2nd years Med. 3rd and 4th years	1873 to 79	M.D. (1st Hon.) Physician to Cork Workhouse.
Curtis, Joseph L.	Med. 3rd year Senior	1859 to 61	A.M.S. (Dead).
Dale, Andrew B.	Arts Sc. 2nd year	1864–65	B.A., 1866.
Dalton, John P.	Arts Sc. 1st, 2nd and 3rd years Senior	1875 to 79	B.A. (Hon.), M.A. (Hon.) Mathematical Master, St. Mel's College, Longford.

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Cork, and the subsequent distinctions obtained by them—*continued.*

Names.	Scholarships.	Date.	Observations.
Daly, C.	Arts Lit. 1st and 2nd years Law 1st year	1853 to 56	Civil Service of India.
Daly, Louis	Arts Lit. 1st, 2nd and 3rd years Med. 1st year	1877 to 81	B.A. (Hon.)
Daly, Maurice C.	Arts Lit. 1st, 2nd and 3rd years Senior	1866 to 68	B.A., 1868; M.D. and M.Ch., 1874.
Daly, Richard Condon	Med. 2nd year	1876–77	L.R.C.P. and L.R.C.S., Edin., 1880; Blackburn, Lancashire.
Day, Maurice	Arts Sc. 1st year	1860–61	
Day, Robert Scott	Engineering 1st and 3rd years	1874 to 77	B.E., 1877.
Dann, Alfred G.	Arts Sc. 1st, 2nd and 3rd years Senior	1862 to 66	B.A., 1865; B.E., 1869. Clk. Rector of Kilkeady and Rural Dean (Limerick).
Dann, Edward	Med. 3rd year Senior	1857 to 59	M.D., 1859. A.M.S.
Dann, Henry J.	Arts Lit. 1st, 2nd and 3rd years	1854 to 57	B.A., 1857. A.M.S.
Davidson, B. C. (*now* Davidson-Houston, Bennett Clear)	Arts Lit. 1st and 3rd years Arts Sc. 2nd year Senior	1853 to 57	B.A., 1856; M.A. (T.C.D.), 1864. Clk. Incumbent of St. John's, Sandymount, Co. Dublin.
Davison, John R.	Arts Sc. 1st, 2nd and 3rd years	1877 to 80	B.A., 1880.
Dee, J. P.	Arts Lit. 1st year	1880–81	
Denmende, John	Engineering 2nd year	1859–60	Public Works Dept. of India, 1859–80.
Derham, Benjamin	Med. 3rd year	1869–70	M.D. and M.Ch., 1871. Practising at Bolton, Lancashire.
Dillon, Gerald	Law 3rd year	1855–56	
Dilworth, Timothy	Med. 4th year	1880–81	M.D. and M.Ch., 1881.
Dixon, F. K.	Engineering 1st and 2nd years	1876 to 78	
Donaldson, A. H.	Arts Sc. 1st, 2nd and 3rd years	1868 to 72	
Donaldson, John	Arts Lit. 1st, 2nd and 3rd years Senior	1878 to 82	B.A. (Hon.)
*Donaldson, Robert D.	Arts Lit. 1st and 2nd years	1868 to 71	B.A., 1873; M.D. and M.Ch., 1877. A.M.S.
Donegan, S.	Med. 2nd year	1851–52	M.D. (1st Hon.), 1852.
Donnelly, R. H.	Engineering 2nd year	1855–56	Diploma of Engineering, 1858.
Donoghue, J. J.	Arts Lit. 1st, 2nd & 3rd years	1869 to 72	
Donovan, Daniel	Med. 2nd & 3rd years	1859 to 61	M.D., 1862. R.N.M.S.
Donovan, E. S.	Arts Lit. 1st, 2nd & 3rd years Senior	1873 to 78	B.A., 1876. Rector of Drimdaleague, Co. Cork.
Donovan, Henry	Law 1st, 2nd & 3rd years	1858 to 81	
Donovan, Henry	Arts Sc. 1st, 2nd & 3rd years Senior	1851 to 56	B.A., 1855. Solicitor. (Dead).

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List of all Students who have held Scholarships in Queen's College,

Names.	Scholarships.	Date.	Observations.
Donovan, Henry	Med. 3nd & 4th years	1863 to 66	L.R.C.P. & R.C.S., Edin. Medical Officer Kilfinane Dispensary District, Co. Tipperary.
Donovan, Humphrey	Arts Lit. 1st, 2nd & 3rd years	1860 to 63	B.A., 1863, M.D., 1868, M.Ch., 1869.
Donovan, John	Med. 3rd & 4th years	1866 to 68	M.D. and M.Ch., 1868.
Doran, Thomas	Arts Senior	1871–72	
Darling, Jeremiah J.	Med. 2nd year	1856–57	
Dowden, John	Arts Lit. 1st & 2nd years	1856 to 58	Architect, Melbourne, Australia.
Dowling, Jeremiah J.	Arts Lit. 1st, 2nd & 3rd years	1850 to 53	
Drinan, Charles	Arts Lit. 1st, 2nd & 3rd years Law 1st & 2nd years	1864 to 71	B.A., 1866. Solicitor.
c. *Drummond, M.	Law Senior	1871–72	B.A. (Hon.), 1869, M.A. (Hon.), 1870. Barrister, Dublin.
Duffin, Robert J.	Arts Lit. 1st year Med. 1st year	1882 to 84	1st Arts, R.U.I.
Duggan, John	Arts Sc. 1st, 2nd & 3rd years Senior	1851 to 55	B.A. (1st Hon.), 1854, M.A. (1st Hon.), 1855. Mathematical Teacher, Cork.
	Engineering 1st, 2nd & 3rd years	1870 to 76	
Duke, Lawrence P.	Engineering 1st year	1850–51	
Dunlea, M. P.	Med, 2nd year	1882–83	
Dunlea, W. J.	Arts Sc. 1st year	1881–82	
Dunn, Walter	Arts Lit. 1st, 2nd & 3rd years	1867 to 70	
Dunscombe, Nicholas	Arts Sc. 1st & 2nd years	1849 to 51	
Dunscombe, Thomas N.	Arts Sc. 1st, 2nd and 3rd years	1878 to 81	B.A., 1881. Clk. Curate of St. Muttose, Kinsale (D. of Cork).
Eaton, Richard	Arts Sc. 1st year	1874–75	Solicitor.
Eaton, Usher B.	Med. 2nd year Senior	1855 to 58	M.D., 1880; L.R.C.S.I., 1881; A.M.D., 1861 to 1874. Mitchelstown, Co. Cork.
n. *Eccles, Robert	Arts Senior	1873–74	B.A., 1872; M.A. (Hon.) 1873; M.D. and M.Ch. 1876, Liverpool.
Edgar, William	Arts Lit. 1st year	1855–56	
Edgar, B. G.	Arts Lit. 1st year	1859–60	
Egan, James	Arts Sc. 3rd year	1857–58	
Elliott, Edward	Arts Sc. 1st year Engineering 1st year	1856 to 58	
Evans, George D.	Arts Sc. 1st, 2nd and 3rd years 2 Seniors	1879 to 84	B.A. (1st Hon.), 1882. R.U.I., M.A., 1883.
Evans, Richardson	Arts Lit. 1st, 2nd and 3rd years Senior	1861 to 65	B.A. (Hon.), M.A. (Hon.), 1866. C.S. India (retired).
Evans, Thomas E. J.	Arts Sc. 1st year	1866–67	

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Cork, and the subsequent distinctions obtained by them—*continued.*

Names.	Scholarships.	Date.	Observations.
Fagan, Charles	Arts Lit. 1st year	1849–50	
Fagan, Hornby	Arts Lit. 1st and 2nd year	1849 to 51	
Fahie, Conroy	Engineering 2nd year	1853–54	
Fair, Francis	Engineering 1st year	1867–68	
Farrington, Thomas	Arts Lit. 1st, 2nd and 3rd years	1873 to 76	B.A., 1878; M.A. (Hon.), 1877. F.C.S. Chemist to Co. Cork Agricultural Society, and Lecturer on Chemistry, &c., to Munster Dairy and Agricultural School.
Fawcett, R. H.	Arts Lit. 2nd and 3rd years	1877 to 79	B.A., 1879.
Feeley, J. H.	Arts Sc. 1st year	1869–70	
Ferguson, R.	Med. Senior	1853–54	M.D., 1855. R.N.M.S.
Finlay, George	Med. 2 years	1865–66	
Finnucane, M.	Arts Lit. 1st, 2nd and 3rd years Senior	1866 to 70	B.A. (Hon.) Civil Service of India.
Fitzgerald, James	Engineering 1st year	1849–50	
Fitzgerald, Maxwell	Med. 1st and 2nd years	1866 to 68	
Fitzgerald, William G.	Arts Lit. 2nd and 3rd years	1865 to 67	B.A. (Hon.)
Fitzgibbon, V. B.	Arts Lit. 1st year	1857–58	Merchant.
Fitzmaurice, P. J.	Arts Lit. 1st year	1849–50	
Fitzmaurice, William H.	Arts Lit. 1st year	1866–67	
Fleming, Frederick	Arts Sc. 1st, 2nd and 3rd years	1880 to 83	
Flyn, Patrick J.	Arts Sc. 1st year	1858 to 59	
Fogarty, J. F.	Engineering 1st and 2nd years	1880 to 82	
Fogarty, William	Engineering 1st and 2nd years	1849 to 51	
Fogarty, William A.	Arts Senior	1880–81	B.A., 1879, M.A. (Hon.), 1880; Student of Medicine.
Foley, James	Med. 2nd and 3rd years	1861 to 63	M.D., 1864.
Forbes, David	Med. 2nd and 3rd years	1863 to 65	M.D., 1867. Now a Priest on the English Mission, St. Patrick's, Manchester
Franklin, Luke	Engineering 1st, 2nd and 3rd years	1869 to 72	
French, Robert	Engineering 1st year	1863–64	
Frend, George	Arts Sc. 1st and 2nd years 2 Seniors	1877 to 73	
Freyer, Samuel	Engineering 1st year		
	Med. 2nd year	1878 to 81	
Gahan, M.	Arts Sc. 1st year	1881–82	
Galvin, John R.	Engineering 1st year	1872–73	
Gallwey, Mathew M.	Med. 2nd year	1884–65	
Galway, William	Law 1st year	1860–61	Solicitor, Cork. (Dead.)
Garde, Charles	Arts Sc. 1st year	1869–70	

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List of all Students who have held Scholarships in Queen's College,

Names.	Scholarships.	Date.	Observations.
Garde, Christopher	Arts Sc. 2nd and 3rd years	1870 to 72	
Gardiner, Edward B.	Arts Lit. 2nd year Seniors	1860 to 63	B.A., 1862; M.A., 1864.
Gash, Richard H.	Arts Sc. 1st year	1883–84	
Gibbings, E.	Arts Sc. 1st, 2nd and 3rd years	1875 to 78	
Gibson, George J.	Med. 3rd and 4th years	1864 to 66	M.D. and M.Ch., 1866. A.M.S. (Surgeon-Major).
Gibson William	Arts Lit. 1st, 2nd and 3rd years	1852 to 55	
Gillman, Shaw	Arts Sc. 1st year	1885–66	
Gilman, Thomas H.	Arts Sc. 1st year Senior	1864 to 69	B.A., 1868; M.D. and M.Ch., 1870.
Gillespie, H. C.	Med. 4th year	1663–64	M.D., 1864; L.R.C.S., Edin., 1864. A.M.S. (Surgeon-Major).
Gilmore Alex. C.	Arts Sc. 1st year Agriculture 1st year	1857 to 59	
Gleeson, Thomas	Arts Lit. 1st and 2nd years	1863 to 65	
Gormley, John	Arts Sc. Senior	1861–62	
Gorsuch, R. B.	Arts Sc. 1st, 2nd and 3rd years Med. 1st year	1877 to 81	
Good, James	Engineering 1st and 2nd years	1853–54	
Goold, James	Arts Sc. 1st, 2nd and 3rd years Senior	1855 to 59	B.A., 1858.
Gould, M.	Arts Sc. 1st, 2nd and 3rd years Senior	1854 to 58	B.A. (Double First), 1857; LL.B., Lon., and Law Scholarship. Barrister. Administrator-General of the Presidency of Madras.
B. *Graham, John C.	Arts Senior	1878–79	B.A. (Hon.), 1877; M.A. (Hon.), 1878.
Graham, Richard M.	Med. 3rd year	1863–64	M.D., 1864; M.Ch., 1865.
Grattan, Nicholas	Med. Senior	1862–63	L.R.C.P., Edin.; F. and L.R.C.S., Edin.; Sen. Surg., Cork Hosp. Dis. of Women and Children.
'Gray, Allen J.	Law 2nd year	1881–82	
Greany, John P.	Med. 3rd year	1672–73	M.D., M.Ch., &c., 1874. Ind., M.S. (Surg., Bombay Army.
Grubb, Samuel	Arts Lit. 1st year	1858–59	
Hackett, William	Arts Lit. 1st year	1881–82	
Hadden, R. E.	Med. 2nd and 3rd years	1875 to 77	M.D. and M.Ch., 1878. Medical Officer Tullagh Disp. District, Skibbereen, Co. Cork.
Hadden, William E.	Med. 2nd and 3rd years	1879 to 81	M.D. and M.Ch., 1882 (R.U.I.)
Hall, Thomas G.	Arts Lit. 1st year	1860–61	
Halloran, Patrick	Law. 2nd year	1850–51	

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Cork, and the subsequent distinctions obtained by them—*continued.*

Names.	Scholarships.	Date.	Observations.
Hamilton, Benjamin	Arts Lit. 1st, 2nd and 3rd years Senior	1864 to 68	B.A. (Hon.), 1867; M.A. (Hon.), 1869. Clk., St. Peter's, Brockley. Formerly Assist. Chapl., and Second Class Master, R. Naval School, New Cross.
p *Hamilton, A. B.	Arts Senior	1878–79	B.A. (Hon.), 1878; M.A. (Hon.), 1679.
Hamilton, M.	Engineering 2nd year	1851–52	
Hanafin, James	Arts Lit. 1st and 2nd years	1861 to 63	B.A., 1664; L.R.C.P. and R.C.S. Edin., 1866. Med. Off., Milltown and Castlemaine Disp. District, Co. Kerry.
Hannen, M.	Arts Lit. 1st year Med. 1st year	1849 to 51	
Hannigan, Denis	Arts Lit. 2nd and 3rd years Senior Law 1st and 3rd years	1872 to 78	B.A., 1875; LL.B., 1876. Barrister, Dublin.
Hanrahan, J. P.	Med. 4th year	1876–77	M.D. and M.Ch., 1878. Practising in Dublin.
Hargrove, J. H.	Engineering 3rd year	1880–81	B.A., 1879; B.E. (Hon.), 1881.
Harrington, Stanley	Arts Lit. 1st year Senior	1876 to 80	B.A. Manufacturing Chemist, Cork.
Harris, Samuel	Engineering 1st year	1870–71	
*Hart, James Albert	Arts Lit. 1st, 2nd and 3rd years	1878 to 81	B.A. (Hon.) Student Interpreter at Constantinople.
Hartigan, F. C.	Engineering 1st, 2nd and 3rd years	1679 to 83	B.E. (R. U. I.), 1883.
Hartnett, George L.	Law 1st and 2nd years	1854 to 56	
Harvey, Alfred,	Arts Sc. 1st and 2nd years	1858 to 80	
Harvey, Charles A.	Arts Lit. 2nd year Senior	1868 to 73	B.A., 1871; M.D. &c., 1874; Phys. Cork Fever Hosp., and Cork Lying-in Hosp.; Med. Off., Cork Disp. District, &c.
Harvey, R. J.	Arts Sc. 2nd year	1862–63	B.A., T.C.D., M.D. &c.; M.D.
Hastings, William J.	Med. 2nd year	1866–67	M.D. and M.Ch., 1869. Ind. Med. Service.
Haycroft, Henry	Engineering 2nd and 3rd years	1869 to 71	
Hayes, Horace	Arts Sc. 2nd year	1859–60	
Hayes, Patrick G.	Arts Sc. 1st year	1883–84	
Haynes, E. W.	Engineering 2nd year	1864–65	
Haynes, James	Arts Sc. 1st year	1865–66	
Haynes, William	Arts Lit. 1st, 2nd and 3rd years Senior Med. 1st year	1652 to 58	M.A., 1858; M.D., 1862. Practising in London.
Hawkes, Samuel	Med. 3rd and 4th years Arts Sc. 1st year	1864 to 70	L.R.C.P. and R.C.S., Edin., 1870. Wanstead E., London.

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List of all Students who have held Scholarships in Queen's College,

Names.	Scholarships.	Date.	Observations.
Healy, James	Arts Lit. 1st year	1863–64	
Healy, J. J.	Arts Lit. 1st, 2nd and 3rd years 2 Seniors Law 1st year	1871 to 78	B.A. 1875. Solicitor, Skibbereen, Co. Cork
Healy, M. J.	Arts Sc. 1st year	1850–51	
Heard, Samuel	Med. 2 years	1853–54	
Heas, Patrick	Med. 2nd, 3rd and 4th years	1862 to 65	
Heazle, Henry	Arts Lit. 1st and 2nd years Senior	1866 to 71	B.A. (Hon.); M.A. (Hon.)
Heazle, Isaac S.	Arts Lit. 1st and 2nd years	1849 to 51	
Heazle, Thomas	Med. 3 years	1857–58	
Hegarty, William	Arts Sc. 1st year Arts Lit. 2 years	1849 to 52	M.D., 1853.
a. *Henderson, John	Arts Senior	1879–80	B.A. (Hon.), 1878.
Hennessy, Edmund R.	Arts Sc. 1st, 2nd and 3rd years Senior	1880 to 84	
Hennessy, John Pope	Arts Sc. 1st, 2nd and 3rd years	1850 to 54	K.C.M.G., Governor of Mauritius.
Heron, John	Engineering 2nd and 3rd years	1871 to 73	B.E., 1873.
a. *Hickman, James	Med. 1st year	1875–76	B.A. (Hon.); M.A. (Hon.)
Higgins, Edward P.	Arts Lit. 1st year	1867–68	
Hingston, James	Arts Lit. 1st year	1871–72	
Hitchmough, R.	Arts Sc. 1st year	1870–71	
Hodges, John C.	Arts Sc. 1st year	1878–79	
Hogan, Patrick	Med. 2nd year	1862–63	
Holland, Denis	Arts Lit. 1st year	1849–50	
Holland, John C.	Med. 3rd year	1868–69	
Honibal, Oscar	Med. 1st year	1860–61	M.D., 1885; M.Ch., 1866.
a. *Hooper, Charles John	Law 3rd year	1856–57	B.A. (Hon.), 1855; M.A. (Hon.), 1866. LL.B. (Hon.), 1858; LL.D., 1862.
Horan, Edward	Arts Lit. 2nd year Med. 1st year	1871 to 76	B.A. (Hon.), M.A. (Hon.), M.D. 1880, M.Ch. 1881. Practising in Coventry, England.
Horan, George	Arts Sc. 1st year Arts Lit. 1st year Engineering 1st year	1867 to 70	
Horan, Thomas	Arts Sc. 1st and 2nd years Arts Lit. 2nd year Senior	1866 to 72	B.A. (Hon.), 1870; M.A. (Hon.), 1871. Inspector of National Schools. (Dead).

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Cork, and the subsequent distinctions obtained by them—*continued.*

Names.	Scholarships.	Date.	Observations.
Horgan, Bartholomew	Law 2nd year	1869 to 70	
Hosford, Benjamin	Arts Sc. 2nd and 3rd years Senior Med. 3rd year	1878 to 83	B.A., 1880; M.A., 1881; M.D., 1879; M.Ch., 1880. Bandon.
Hosford, John	Med. 4th year	1878–79	
B *Houston, Thomas	Arts Senior	1863–64	B.A. (Hon.), 1863; M.A. (Hon.), 1864.
Howard, Martin	Arts Lit. 1st and 2nd years	1870 to 72	L.A.H. and L.M, Dublin. Oldham, Lancashire.
Hughes, Henry C.	Arts Sc. 1st, 2nd and 3rd years	1881 to 84	
Humphreys, George	Arts Lit. 1st year Law 3rd year Senior	1865 to 70	B.A., 1869.
Humphreys, Walter	Med. 3rd year Senior	1851 to 53	M.D., 1852; M.R.C.S., England, 1852. Shankhill, Co. Dublin.
Hurley, James	Arts Lit. 2nd and 3rd years	1869 to 71	M.D. and M.Ch., 1872.
Hyde, Robert	Arts Sc. 1st year Med. 1st year	1873 to 77	
Hynes, J. J.	Arts Lit. 1st, 2nd and 3rd years 2 Seniors Med. 1st year.	1869 to 75	B.A. (1st Hon.); M.A. (1st Hon.) Inspector of National Schools.
Irwin, Clarke H.	Arts Lit. 1st, 2nd and 3rd years Senior	1874 to 78	B.A., 1877; M.A., 1879. Minister of the General Assembly, Bray, Co. Dublin.
B.*Irwin, John C.	Arts Senior	1878–79	B.A. (Hon.), 1878; M.A. (Hon.), 1879. Minister of the General Assembly, Strabane.
Jackson, James	Arts Lit. 1st year	1883–84	
Jagoe, B. R.	Med. 1st year	1869–70	M.D. and M.Ch., 1873. A.M.S.
Jamieson, R. A.	Arts Sc. 1st, 2nd and 3rd years	1858 to 61	B.A., 1867; M.A., 1867. Student Interpretership. M.D., 1868. Consulting Surgeon, Imperial Maratime Customs, China.
Jenney, George W.	Arts Sc. 1st and 2nd years	1882 to 84	
Jennings, William	Med. 2nd and 3rd years	1872 to 74	M.D and M.Ch., 1874. Med. Off., Dromdaleague Disp. District, Skibbereen.
Johnston, Charles M.	Arts Lit. 2nd and 3rd years	1872 to 74	B.A., 1874.
Johnson, H. M.	Med. 2nd and 3rd years	1869 to 71	
Johnson, George W.	Arts Sc. 2nd and 3rd years	1855 to 57	Successfully competed at Woolwich for R.E.
Johnson, W. C.	Arts Lit. 1st, 2nd and 3rd years	1872 to 75	M.D., 1881. Practising in Manchester.
Jones, Frank	Arts Sc. 1st year	1853–54	
Jones, John H.	Engineering 2nd and 3rd years	1863 to 66	Dipl. Engineering (Hon.)

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List of all Students who have held Scholarships in Queen's College,

Names.	Scholarships.	Date.	Observations.
Jones, Leslie Hudson	Arts Sc. 1st year	1861–62	Dipl. Engineering, 1860; B.E., 1871; M.D. and M.Ch., 1871; L.R.C.P. and R.C.S. Edin., 1867. F.L.S. F.R. Med. Chir. and Obstetr. Socs. of London, &c.
Jones, Thomas Bedford	Arts Sc. 1st and 2nd years	1849 to 51	B.A. (T.C.D.), 1854; M.A., 1858; LL.D., 1864; Archdeacon of Ontario, 1881.
Jones, William H. M'N.	Arts Lit. 1st, 2nd and 3rd years Senior Med. 3rd year Senior	1849 to 60	B.A., 1852; M.D., 1861. Phys. Roy. Cariboo. Hosp. and Med. Superint. Lunat. Asyl., New Westminster, British Columbia.
Jordan, H. J.	Law 2nd year	1879–80	
B.*Jordan, John N.	Arts Senior	1874–75	B.A. (1st Hon.) Second Place Consular Service.
*Joyce, R. D.	Med. 1st and 2nd years	1858 to 60	M.D., 1862; M.Ch., 1865. Practised at Boston, U.S.A. Author of several well known poems. (Dead.)
Julian, Robert H.	Engineering 2nd and 3rd years	1868 to 70	B.E. (Hon.), 1871.
Kane, Robert R.	Arts Sc. 1st, 2nd and 3rd years	1858 to 61	B.A. (Hon.), 1861; M.A. (Hon.), 1862; LL.B. (Lond.). Barrister, Assistant Land Commissioner.
Kane, Roderick	Engineering 2nd and 3rd years	1866 to 68	B.E. (Hon.), 1868.
Keays, Thomas	Arts Sc. 1st, 2nd and 3rd years Senior	1878 to 82	B.A. (Hon.), 1881.
Keating, James	Arts Lit. 1st year	1875–76	
Keating, Michael	Arts Lit. 1st and 2nd year Senior Law 2nd and 3rd years	1873 to 80	B.A. (Hon.), 1876. Barrister. (Dead).
Kearney, John	Med. 2nd, 3rd and 4th years	1881 to 84	Exhib. R.U.I.
Kehoe, Thomas	Arts Lit. 1st year	1857–58	
Keily, J. N.	Arts Sc. 1st, 2nd and 3rd years,	1849 to 52	B.A., 1852.
Keller, James B.	Law 1st year	1861–62	
Keller, Michael	Law 3rd year	1863–64	
Kelly, James	Agriculture 1st and 2nd years	1851 to 53	
Kelly, James	Arts Lit. 1st year	1859 to 60	M.D., 1864; M.R.C.S. Eng., 1864. Ind. M.S. (Surgeon-Major, Bengal Army).
Kelly, Matthew	Arts Sc. 1st year	1874–75	
c. *Kelly, Michael	Med. 1st and 2nd years	1877 to 79	B.A. (Hon.), 1874; M.A. (Hon.), 1876; M.D., 1882.; M.Ch., &c., 1883, (R.U.I.) A.M.S.
Kelly, R. E.	Engineering 1st and 2nd years Med. 1st and 2nd years	1877 to 81	
Kelly, Thomas	Law 2nd and 3rd years	1861 to 63	Solicitor, Kilrush, Co. Clare.

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Cork, and the subsequent distinctions obtained by them—*continued.*

Names.	Scholarships.	Date.	Observations.
Kelly, William	Arts Sc. 2nd and 3rd years Senior	1873 to 78	B.A., 1876; M.D., 1880; M.Ch., (R.U.I.), 1882. A.M.S.
Kenagh, Samuel	Engineering 1st year	1858–59	
Kennedy, A. D.	Law 1st, 2nd and 3rd years,	1852 to 55	Dipl. of Element. Law, with Gold Medal. Solicitor, Dublin.
Keogh, Denis	Arts Lit. 2nd and 3rd years Senior Med. 1st year Law Senior	1859 to 68	B.A., 1861; M.A., 1863.
Keogh, John A.	Med. 2nd year	1883–84	
Kepple, John	Arts Sc. 1st year Arts Lit. 2nd and 3rd years	1867 to 70	B.A., 1870. Solicitor, Mallow, Co. Cork.
a. a. * Killen, James B.	Arts Senior Law Senior	1864 to 66	B.A., (Hon.), 1863; M.A., 1868; LL.B. (Hon.), 1868; Second prize on being called to the Bar.
Kingston, John	Arts Lit. 1st year Law 1st year	1850 to 52	Clk. Rector of Cattistock, Dorset; Chaplain R.N. (retired list). Formerly Chaplain to H.M. the late King of Hanover.
Kingston, William	Engineering 2nd and 3rd years	1872 to 74	B.E. (Hon.), 1874.
Lacy, John F.	Engineering 1st year Arts Sc. 2nd year	1856 to 58	Dipl. Eng. 1858. Royal Engineers by competition.
Laffan, George B.	Arts Sc. 1st year	1869–70	B.E., 1871.
Laffan, John E.	Arts Sc. 1st, 2nd and 3rd years	1874 to 77	B.A., 1878.
a. * Lalor, James	Med. 2nd year Arts Lit. 3rd year Senior	1852 to 56	B.A., 1855.
Lambert, John P.	Arts Lit. 1st, 2nd and 3rd years Senior	1858 to 62	B.A., 1861. Third Master, Queen's Royal College, Trinidad.
Land, James Stuart	Arts Sc. 3rd year Arts Senior	1854–55 1856–57	B.A., 1855; M.D., 1858; L.R.C.S., Edin. 1859. A.M.S. (Surgeon-Major retired.),
Lane, Charles	Arts Lit. 1st, 2nd and 3rd years Senior	1852 to 56	B.A., 1855; M.A., 1857. Clk. Vicar of Sandbach, Diocese of Chester.
Lane, Maurice	Arts Lit. 1st year	1849–50	
Larken, Edward L. M.	Arts Sc. 1st, 2nd and 3rd years	1849 to 52	M.D., 1855. A.M.S.
Lawrence, George	Law 1st, 2nd and 3rd years	1864 to 67	Barrister, Cork. Second Place on Call to the Bar.
Lawson, Charles H.	Arts Sc. 1st year	1854–55	

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List of all Students who have held Scholarships in Queen's College,

Names.	Scholarships.	Date.	Observations.
Lawson, Henry	Med. 2nd year	1858–59	M.D., 1860. Late Lecturer and Surgeon St. Mary's Hospital, London. Writer on Biological subjects.
Leader, Charles R.	Arts Lit. 2nd and 3rd years	1881 to 83	
Leahy, Daniel	Med. 1st year	1877–78	
Ledger, James C.	Engineering 2nd year	1857–58	Dipl. Eng. Public Works Dept., India.
Lee, Redmond	Med. 4th year	1859–70	
Leech, John Rich.	Med. 3rd year	1871–72	M.D. and M.Ch., 1872. R.N.M.S. Dist. Surg., Winsburg, Orange Free State, S. Africa.
Lefebure, Claude	Agriculture 1st year	1852–53	
Leonard, John	Arts Sc. 1st year	1853–54	
Levis, John S.	Med. 2nd and 3rd years Senior	1857 to 60	M.D. (Hon.), 1860; M.R.C.S., Eng., 1860. Fleet Surgeon, R.N.
Lindsay, John	Arts Sc. 1st and 2nd years	1861 to 63	B.A., 1865. Perpetual Curate of St. John Bapt., The Brook, Diocese of Liverpool.
Lindsay, Thomas	Arts Sc. 1st year	1870–71	
Lloyd, Thomas	Arts Sc. 2nd and 3rd years Senior Engineering 1st year Law 1st, 2nd and 3rd years	1853 to 62	B.A., 1857.
Lockhart, D. G.	Arts Lit. 1st, 2nd and 3rd years	1875 to 78	B.A., 1878. Solicitor, Newtownhamilton.
Lockhart, John D.	Arts Sc. 1st and 2nd years	1882 to 84	
Lombard, William	Arts Sc. 1st and 2nd years	1854 to 55	
Lucy, J. R.	Arts Lit. 1st year	1868–69	
Luther, Francis	Arts Lit. 1st and 2nd years	1854 to 56	M.D., 1858.
Lynch, Edward D.	Arts Lit. 1st, 2nd and 3rd years	1880 to 84	
Lynch, James	Arts Sc. 1st, 2nd and 3rd years	1879 to 82	
Lynch, J. J.	Med. 1st year	1879–80	
Lyon, Robert	Arts Sc. 1st year	1859–60	
a. *Macafie, David Lindsay	Arts Lit. 3rd year	1857–58	B.A. (Hon.), 1859. Late of the English Bar.
M'Auliffe, Daniel	Arts Sc. 1st year	1872–73	
M'Auliffe, J.	Law 1st, 2nd and 3rd years	1866 to 75	
Macartie, Charles J.	Arts Sc. 1st, 2nd and 3rd years 2 Seniors	1868 to 73	B.A. (Hon.), 1871; M.D., 1873; M.Ch., 1874. Ind. M.S. (Surgeon, Bengal Army.)
M'Carthy, Edward	Med. 2nd and 3rd years	1854 to 55	
M'Carthy, Florence	Art Lit. 1st year	1851–52	
M'Carthy, Francis	Arts Sc. 1st, 2nd and 3rd years	1877 to 80	B.A., 1880; M.A., 1881.
c. *M'Carthy, James	Med. 3rd year	1870–71	M.D. and M.Ch., 1871.

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Cork, and the subsequent distinctions obtained by them—*continued.*

Names.	Scholarships.	Date.	Observations.
M'Carthy, Justin	Agriculture 2nd year	1850–51	
M'Carthy, M.	Med. 1st year	1873–74	
M'Carthy, Patrick J.	Law 2nd and 3rd year	1877 to 79	Solicitor, 1879, Bandon, Co. Cork.
M'Cartney, A.	Arts Lit. 1st year	1851–52	
M'Clelland, Henry	Arts Sc. 1st and 2nd year	1870 to 72	
B. *M'Connell, James	Agriculture 1st year	1862–63	B.A., 1863.
M'Cotter, F. J.	Arts Sc. 1st year Arts Lit. 2nd and 3rd year	1880 to 83	
M'Cowan, Thomas	Arts Lit. 2nd and 3rd years Med. 1st year	1851 to 55	B.A., 1856.
M'Dermott, William	Arts Lit. 1st, 2nd and 3rd years Senior	1858 to 62	
M'Donald, Charles J.	Arts Lit. 2nd and 3rd years	1880 to 82	
M'Enery, Daniel	Arts Sc. 2nd and 3rd years Two seniors	1879 to 83	B.A. (Hon.), 1881; M.A., 1882. Civil Ser.
M'Enery, M. J.	Arts Sc. 1st, 2nd and 3rd years Law 1st and 2nd years	1876 to 81	B.A., 1882. Civil Service.
M'Fadden, James	Arts Lit. 2nd year	1864–65	
M'Fann, Thomas	Arts Lit. 1st year	1849–50	
M'Gowan, Thomas	Arts Lit. 1st year	1850–51	
M'Gragh, Canice J.	Arts Lit. 1st, 2nd and 3rd years	1879 to 82	B.A. (Hon.), 1882.
M'Gragh, E. Flood	Arts Lit. 1st, 2nd and 3rd years Senior	1877 to 81	B.A. (Hon.), 1880.
M'Namara, E.	Arts Sc. 1st, 2nd and 3rd years Senior	1850 to 54	B.A., 1853. Merchant, Cork.
M'Namara, John M.	Arts Lit. 2nd and 3rd years	1877 to 79	B.A., 1879.
B. G. *M'Mahon, George T.	Arts Senior Law Senior	1853 to 55	B.A., 1852; M.A. (Hon.), 1860; Dipl. Elementary Law, 1852. Late Professor of Mod. Lang., Royal College, Mauritius.
M'Sweeney, John	Arts Sc. 1st, 2nd and 3rd years Senior	1860 to 64	B.A., 1863.
M'Sweeney, M.	Arts Sc. 2nd and 3rd years Senior	1874 to 79	B.A., 1877.
M'Swiney, William	Arts Lit. 1st year Med. 1st and 2nd years	1881 to 83	Exhibitioner, R.U.I.
M'Swiney, John	Arts Lit. 2nd and 3rd years	1881 to 83	
Madders, Henry J.	Med. 2nd year	1869–70	M.D., 1872; L.R.C.S. (Edin.), 1873. R.N.M.S.
Madden, William F.	Arts Sc. 1st and 2nd years Engineering 1st year	1856 to 61	

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List of all Students who have held Scholarships in Queen's College,

Names.	Scholarships.	Date.	Observations.
Magill, James - -	Arts Lit. 1st, 2nd and 3rd years	1866 to 69	B.A., 1869; M.D. (Hon.), 1871; M.Ch., 1871; 1st place, A.M.S., 1872.
Mahony E. - -	Arts Sc. 1st year - -	1850–51	Merchant, Cork.
o. *Mahony, John - -	Arts. Sc. 1st year - -	1849–50	B.A. (Hon.), 1854.
Mansfield, E. - -	Engineering 2nd year - -	1860–61	Dipl. Eng. (1st Hons.), 1861. P.W.D. India.
Mansfield, Pierce - -	Arts Lit. 2nd and 3rd years Senior - -	1852 to 55	B.A., 1854; M.D., 1859; M.Ch. 1866. R.N.M.S.
Maxwell, James - -	Arts Lit. 1st, 2nd and 3rd years	1862 to 65	
Marshall, John - -	Arts Senior - -	1868–69	B.A. (Hon.); M.A. (Hon.), 1869; M.D. and M.Ch., 1870.
Marshall, John E. - -	Arts Lit. 1st year Law 2nd and 3rd years	1857 to 60	Dipl. El. Law, 1861. Solicitor, Belfast.
Martin, Daniel N. - -	Arts Lit. 2nd year - -	1860–61	B.A. (Hon.), 1868; M.D. and M.Ch., 1869. Ind. Med. Serv. Surgeon-Major, Bengal Army.
Martin, Hughes - -	Arts Lit. 1st year - -	1851–52	
Martin, Richard D. -	Arts Lit. 1st year - -	1859–60	
Matthew, Theobald -	Arts Sc. 1st and 2nd year -	1849 to 51	
Meara, Frank K. - -	Arts Lit. 1st year - -	1853–54	
Merrick, Alexander S. -	Med. 2nd, 3rd and 4th years	1866 to 69	M.D., 1869; L.R.C.S., Edin.; L.M.K.Q. C.P., Ireland, 1871. Res. Med. Superint. District Lunatic Asylum, Belfast.
Mills, John W. - -	Arts Sc. 1st, 2nd and 3rd years Senior - -	1863 to 67	B.A., 1866.
Magon, Bernard - -	Med. 3rd year - -	1856–57	
Marcel, James A. - -	Arts 1st, 2nd and 3rd years	1862–65	B.A. (1st Hon.), 1865. Ind. C. S.
Molony, Michael -	Arts Lit. 1st, 2nd and 3rd years	1864 to 67	B.A. (Hon.), 1867; M.A., 1869. Barrister, English Bar.
o. *Moloney, John S. -	Arts Sc. 2nd and 3rd years -	1872 to 74	B.A. (Hon.), 1874; B.E. (Hon.), 1877.
Mongan, James - -	Arts Lit. 1st, 2nd and 3rd years Senior Law 1st year - -	1849 to 54	B.A. (Hon.) Late British Consul at Tientsin, China.
Mongomery, J. J. - -	Engineering 1st and 2nd year -	1851 to 53	Surveyor of Belfast.
Moore, John - -	Arts Sc. 1st and 2nd year -	1857 to 59	
Moore, William H. -	Arts Sc. 2nd and 3rd year Engineering 3rd year -	1879 to 84	B.A. (Hon.); B.E. (1st Hon.), R.U.I.
Moran, James - - -	Engineering 2nd year Med. 1st, 2nd and 3rd years	1867 to 73	B.E., 1869; M.D., 1873; M.Ch., &c., 1874. First place, Ind. Med. Service.
Moore, John - -	Arts Sc. 2nd and 3rd years -	1879 to 81	B.A., 1881.

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Cork, and the subsequent distinctions obtained by them—*continued.*

Names.	Scholarships.	Date.	Observations.
Morgan, Henry H.	Arts Lit. 1st and 2nd years	1849 to 51	B.A., 1852, M.A., 1853.
Morgan, John	Arts Sc. 2nd and 3rd years	1877 to 79	B.A., 1858; M.D., 186 . Brigade Surgeon (Retired); Surgeon to Cork Prisons and Physician, Cork Fever Hosp.
Moriarty, T. B.	Arts Lit. 2nd and 3rd years	1856 to 58	
Moriarty, Jeremiah	Arts Lit. 1st year Med. 2nd year	1849 to 51	Civil Service of India.
Moriarty, Maurice W. S.	Arts Lit. 2nd year Senior	1865 to 68	B.A. 1867.
Morony, Robert	Agriculture 1st year	1854–55	
a. *Morris, Michael O'K.	Arts Sc. 1st, 2nd and 3rd years Med. 1st year	1850 to 54	B.A., 1854; M.D., 1857; M.Ch. 1865.
Morris, William B.	Med. 2nd and 3rd years	1851 to 53	Priest of the Oratory.
Morrison, Robert	Arts Sc. 1st year	1877–78	
Morrogh, James	Arts Sc. 1st and 2nd years	1852 to 54	
Morrogh, John	Arts Sc. 1st, 2nd and 3rd years Agriculture 1st year	1850 to 54	
Morrogh, John A.	Arts Lit. 1st year	1849–50	
Morrogh, Joseph A.	Arts Lit. 2nd year	1850–51	B.A. 1854.
Morrogh, J. A.	Arts Lit. 1st, 2nd and 3rd years Senior	1851 to 55	
Morrogh, Robert	Arts Lit. 1st, 2nd and 3rd years	1853 to 56	Civil Service.
Morrow, James B.	Arts Lit. 1st, 2nd and 3rd years	1876 to 79	
Moxley, S. E. M.	Med. 1st and 2nd years	1878 to 80	
Mullane, Jeremiah	Med. 2nd and 3rd years	1874 to 76	M.D. (Hon.) and M.Ch., 1876. Ind. M. S. Bengal Army.
Mullane, Timothy	Med. 4th year	1873–74	M.D. & M.Ch., 1874. A.M.S.
Mulrennan, John	Arts Sc. 1st year	1869–70	M.D., 1876; M.Ch., 1877. A.M.S.
Murphy, Alex.	Agriculture 1st year	1853–54	
Murphy, E.	Agriculture 1st and 2nd years	1850 to 52	J.P. Counties of Armagh, Donegal, and Down. Extensively engaged in Valuation, &c., of Land.
Murphy, Michael	Law 1st year	1881–82	Solicitor, Enniscorthy and Bagenalstown.
Murphy, John P.	Law 2nd year	1883–84	
Murphy, William N.	Arts Sc. 1st year	1879–80	B.A. 1882.
Mulcahy, Cornelius	Arts Sc. 1st, 2nd and 3rd years	1881 to 84	
Mulcahy, John F.	Engineering 1st and 2nd years	1881 to 83	
Musgrave, James	Arts Sc. 2nd and 3rd years Senior	1878 to 81	B.A. (Han.), 1880; M.A. 1881.
*Nealon, Patrick J.	Med. 1st and 2nd years	1876 to 78	M.D. and M.Ch., 1880. A.M.S.

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List of all Students who have held Scholarships in Queen's College,

Names.	Scholarships	Date.	Observations.
Neligan, James	Arts Sc. 1st, 2nd and 3rd years	1853 to 56	
Newman, John H.	Med. 4th year	1864–65	M.D. and M.Ch., 1865. Ind. Med. Service. Surgeon-Major, Bengal Army.
Newsom, William F.	Med. 3rd and 4th years	1866 to 68	M.D., 1868.
Nunan, Francis	Arts Sc. 1st, 2nd and 3rd years		
	Med. 1st year	1862 to 66	B.A., 1867; M.D., 1869.
Obre, George S.	Arts Lit. 2nd years	1883–4	
	Law 1st year	1882–83	
Obre, Thomas	Arts Lit. 1st and 2nd years		
	Med. 1st year	1879 to 82	
O'Brien, Bartholomew	Med. 2nd and 3rd years	1870 to 72	M.D. and M.Ch., 1872. Ind. Med. Service. Surgeon, Bengal Army.
O'Brien, John E.	Arts Lit. 1st year	1849–50	
O'Brien, John M.	Arts Sc. 1st year	1849–50	
O'Brien, John	Arts Sc. 1st, 2nd and 3rd years Senior	1850 to 54	B.A. (1st Hon.), 1853; M.A. (1st Hon.), 1854.
O'Brien Joseph H.	Arts Lit. 1st, 2nd and 3rd years 2 Seniors	1865 to 70	B.A. (1st Hon.), 1868; M.A. (1st Hon.), 1869; M.D., 1870; L.R.C.P. & R.C.S., Edin., 1870. Surg.-Major, Bengal Army.
O'Brien, Michael	Med. 3rd year Senior	1853 to 57	
O'Brien, Michael	Arts Lit 1st, 2nd and 3rd years Senior	1860 to 64	B.A. (Hon.), 1863. Sometime Professor of English in the Tungwen College or Imperial College of Interpreters, Peking.
O'Brien, Richard	Med. 2nd year	1865–66	
O'Brien, William	Law 1st year	1871–72	
O'Brien, William C.	Agriculture 1st and 2nd years	1854 to 56	
O'Callaghan, Daniel	Arts Sc. 1st, 2nd and 3rd years		
	Med. 1st year	1882 to 84	
O'Callaghan, G.	Arts Lit. 1st and 2nd years		
	Med. 1st year	1862 to 84	
O'Callaghan, John	Arts Lit. 1st, 2nd and 3rd years Senior	1862 to 86	B.A., 1865; L.R.C.P. & R.C.S. Edin. 1873. R.N.M.S.
O'Connell, Jeremiah A.	Arts Sc. 1st, 2nd and 3rd years Senior	1876 to 81	B.A. (1st Hon.), 1879. Inspector of National Schools
O'Connell, Mat. D.	Med. 3rd and 4th years	1867 to 69	M.D. & M.Ch., 1869. A.M.S.
O'Connell, Patrick	Arts Sc. 2nd and 3rd years	1860 to 62	B.A., 1862.
O'Connell, Philip	Arts Lit. 1st, 2nd and 3rd years Senior	1850 to 56	B.A., 1854. Inspector of National Schools.

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Cork, and the subsequent distinctions obtained by them—*continued.*

Names.	Scholarships.	Date.	Observations.
O'Connor, William M.	Arts Sc. 1st, 2nd and 3rd years Senior	1852 to 58	B.A. (1st Hon.), 1857; M.A., 1858 R.E. by Compet Exam.; Head Master of Owen Sound High School, Ontario, Canada.
O'Donnell, J. J.	Arts Lit. 1st year	1861 to 62	
O'Donnell, William,	Arts Sc. 1st and 2nd years	1881 to 83	
O'Donoghue, James J.	Arts Lit. 1st, 2nd and 3rd years	1873-74	B.A. (1st Hon.), 1873; M.A. (1st Hon.) Inspector of National Schools.
O'Donoghue, J. J.	Med. 1st year Arts 2 Seniors	1869 to 75	
O'Driscoll, Denis F.	Arts Lit. 1st, 2nd and 3rd years	1850 to 54	B.A., 1854. Inspector of National Schools.
O'Driscoll, John	Arts Lit. 1st, 2nd and 3rd years	1864 to 67	Student Interpretership in China.
O'Flynn, Denis B.	Arts Lit. 1st, 2nd and 3rd years 2 Seniors	1850 to 55	B.A., 1853; M.A., 1854; M.D., 1857; M.R.C.S. Eng., 1858. Med. Officer, &c., Carriganavar Disp. District, Cork Union.
O'Flynn, Denis J.	Med. 3rd year	1859-60	M.D., 1861, L.R.C.S. Edin., 1861. Late Med. Officer, Carrigaline Disp. District, Cork Union, Ringaskiddy, Co. Cork.
O'Grady, Jeremiah J.	Agriculture 1st year	1862-63	
O'Hea, Michael	Engineering 1st and 2nd years	1865 to 67	
O'Halloran, Patrick	Law 3rd year	1851-52	
O'Halloran, William	Arts Sc. 1st, 2nd and 3rd years Senior Med. 3rd year Senior	1849 to 55	B.A., 1852; M.R.C.S. Eng., 1856. A.M.S. (late Surg.-Maj.)
O'Keeffe, Cornelius	Agriculture 2nd year	1851-52	Dipl. Agr., 1852; F.C.S. Late Assistant to Prof. of Chem., Q.C.C.; Analyst to County and City of Cork; Assistant Land Commissioner.
*O'Keeffe, John M.	Med. 1st year	1859-60	L.R.C.P. & L.R.C.S. Edin., 1864. Widnes, Lancashire.
O'Keeffe, Matthias	Arts Sc. 1st, 2nd and 3rd years Senior	1849 to 53	B.A. (Hon.), 1852; M.A. (Hon.), 1853; M.D., 1860. Late Professor of Materia Medica in Qu. Coll. Cork; Lecturer on Med. Jurispr., Qu. Coll. Cork, and Examiner in R.U.I.
O'Keeffe, Patrick	Agriculture 2nd year	1858-59	M.D., 1864; M.Ch., 1865. Medical Superintendent Mountjoy Prison, Dublin.
O'Keeffe, William	Arts Lit. 1st year Arts Sc. 2nd year	1880 to 02	B.A., 1883. Clerk of the Crown and Peace, E.R., and City of Cork.
O'Leary, John O'O.	Arts Lit. 1st year	1849-50	

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List of all Students who have held Scholarships in Queen's College,

Names.	Scholarships.	Date.	Observations.
O'Leary, Richard	Arts Sc. 1st, 2nd and 3rd years Arts Lit. 1st, 2nd and 3rd years Senior	1852 to 56	B.A. (Hon.), M.A. (1st Hon.) Classical Teacher in Cork.
O'Mahony, Patrick	Arts Sc. 2nd year	1864–65	
O'Meagher, William	Med. 1st year	1851–52	
O'Meara, Patrick	Arts Sc. 1st year	1855–56	B.E., 1870.
O'Neil, Henry	Engineering 2nd year	1862–63	Dipl. Engin., 1864.
O'Neil, John	Med. 1st and 2nd years	1866 to 68	M.D. and M.Ch., 1870. Surgeon, Bengal Army.
O'Neil, Richard F.	Arts Lit. 2nd year	1864–65	B.A. (Hon.), 1868.
O'Riordan, Denis A.	Med. 1st year	1856–57	
Orpen, Arthur H.	Arts Senior	1856–57	B.A., 1858; M.K.Q.C.P. Irel., 1880; L., 1876; L.R.C.S., Edin., 1858.
Orpen, Charles	Arts Sc. 3rd year	1854–55	
Orr, Robert J.	Arts Lit. 3rd year Senior	1860 to 62	B.A., 1861; M.A., 1862.
O'Ryan, Owen	Arts Lit. 1st, 2nd and 3rd years Senior	1852 to 59	B.A., 1858. Professor of Modern Languages, Queen's College, Cork.
O'Shaughnessy, M.	Engineering 1st year	1881–82	
O'Sullivan, Joseph	Engineering 1st year	1868–69	M.D. and M.Ch., 1875. Govt. Surgeon Igatpuri, Bombay; Distr. Surg. Ct. India Peninsular Railway, &c.
*O'Sullivan, Stephen	Med. 3rd year Senior	1860 to 62	M.D., 1862; M.Ch., 1865; F.R.C.S., Irel., 1880. Prof. Surg. Qu. Coll. Cork; Surgeon, North Infirmary, Cork.
Padin, Thomas	Law 3rd year	1865–66	
Palmer, Abraham H.	Arts Lit. 1st and 2nd years	1858 to 60	
Palmer, Edmond T.	Arts Sc. 1st, 2nd and 3rd years Senior Med. 1st year Senior	1850 to 57	B.A. (1st Hon.), 1855; M.A. (1st Hon.), 1857; L.K.Q.C.P. and R.C.S., Ireland, 1869–70. Ind. M.S. Surgeon Bengal Army.
Parkes, James M.	Arts Lit. 2nd year Med. 1st year Arts Sc. 1st year	1870 to 72 1865–66	
Parkes, Benjamin	Engineering 1st, 2nd and 3rd years	1886 to 69	B.E. (1st Hon.) 5th place at Cooper's-hill College for Indian Engineering Service.
Paul, Henry	Arts Lit. 2nd year	1868–69	B.A., 1880; M.A., 1881. Clk., Curate of Nahoval and Tracton, Cork.
Peard, Frank W.	Engineering 1st and 3rd years	1877 to 80	B.E. (Hon.), 1880.
Peard, William H.	Engineering 1st year	1882–83	

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Cork, and the subsequent distinctions obtained by them—*continued.*

Names.	Scholarships.	Date.	Observations.
Pearson, Charles Y.	Arts Sc. 1st year Med. 2nd, 3rd and 4th years	1873 to 78	M.D. (1st Hon.), 1878; M.Ch., 1878 Senior Demonstrator and Lecturer in Anatomy and Physiology, and Curator of the Anatomical and Path. Museum, Q.C.C. Assist. Surg. Cork North Infirmary, &c.
Pearson, Christopher	Arts Senior	1873–74	B.A., 1872; M.A., 1873; M.D., M.Ch., &c., 1875. Surgeon R.N.
Pearson, William	Arts Sc. 1st year Med. 1st and 2nd years	1867 to 71	M.D. & M.Ch., 1873. A.M.S.
Perrier, Anthony	Arts Sc. 3rd year	1863–64	Merchant, Cork.
Perrott, William	Engineering 2nd and 3rd years	1863 to 65	Dipl. Engin. (Hon.), Engineer to Lilliesshall Coal and Iron Works.
Phair, George W.	Arts Sc. 1st year	1860–61	
Popham, John F.	Arts Sc. 2nd and 3rd years Senior	1858 to 61	B.A. (1st Hon.), 1860; M.A. (1st Hon.), 1861.
Popham, Thomas D.	Med. 4th year	1874–75	M.D. and M.Ch., &c., 1875. R.N.M.S.
Porter, Basil	Arts Lit. 1st, 2nd and 3rd years	1855 to 59	
Porter, James,	Engineering 2nd year	1882–83	
Porter, Robert	Med. 1st year	1858–59	
Power, Pierce G.	Arts Lit. 1st year Arts Sc. 2nd and 3rd years Senior	1857 to 61	B.A. (Hon.), 1860; M.D., 1863; L.R.C.S.I., 1864. Late Surgeon A.M.D.
Power, Robert V.	Arts Lit. 2nd year	1860–61	B.A. 1863; M.D., 1866; L.R.C.S. (Edin.), 1866. Ind. M.S. (Surg.-Maj. Madras Army.)
Power, Thomas	Arts Lit. 1st year	1864–65	
Price, Albert A.	Arts Sc. 1st year	1858–59	L.R.C.S.I., 1862. Queensland.
Pulvertaft, Robert	Arts Sc. 2nd and 3rd years	1863 to 65	Successful Brassfounder in Cork.
Purcell, Ferdinand A.	Arts Lit. 1st year Med 1st and 3rd years	1857 to 82	M.D, 1863; M.R.C.S., Engl. Late Physn., Cork Fever Hospital, &c. (Dead.)
Punch, James Golden, now J. Punch Golding.	Arts Sc. 1st year Med. 3rd year Senior	1851 to 54	M.D. (Hon.), 1859; M.R.C.S., Engl., 1853; L.M.K.Q.C.P., Ireland, 1864. Sen. Phys., Cork North Infirmary, &c.
Punch, John G.	Arts Sc. 1st and 2nd year	1851 to 54	L.K.Q.C.P.I., 1863; M.R.C.S., Engl., 1858. Formerly Med. Officer, Blarney Disp. District.
Quarry, William	Arts Sc. 1st year Engineering 2nd year	1859 to 62	Dept Eng., 1863. Public Works Dept., India, 1864.

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List of all Students who have held Scholarships in Queen's College,

Names.	Scholarships.	Date.	Observations.
Rahilly, Michael	Med. Senior	1858 to 59	M.D., 1859; L.R.C.S., Edin. R.N.M.S.
Read, Richard	Arts Lit. 1st year	1854–45	M.D., 1860; L.R.C.S., 1860. Formerly practising in England.
Read, Richard	Arts Lit. 1st year	1867–68	
Rice, Richard	Law 2nd and 3rd years	1866 to 68	Solicitor, Fermoy. Obtained Silver Medal on admission as Solicitor.
Rice, William Roche	Med. 2nd and 3rd years Senior	1853 to 56	M.D. (1st Hon.), 1856; M.R.C.S., Eng., 1856. Surgeon-Major, Bengal Army.
Ridings, Henry S.	Arts Sc. 1st, 2nd and 3rd years Senior Engineering 1st year	1856 to 61	B.A. (1st Hon.), 1860. Dipl. Engin., 1861.
Ridings, James C.	Med. 1st year Senior	1850 to 56	
Ridings, William G.	Arts Lit. 1st and 2nd years Med. 1st and 3rd years	1849 to 55	M.R.C.S., Engl., 1855. R.N.M.S. (Fleet Surgeon, R.M.)
Riordan, Denis A.	Med. 2nd year	1857 to 58	M.D., 1861. R.N.M.S.
Riordan, James J.	Arts Lit. 2nd and 3rd years Senior	1875 to 79	B.A., 1878; M.D. and M.Ch. 1880.
Riordan, Jeremiah	Arts Lit. 2nd year	1883–84	
Rearden, Thomas D.	Arts Lit. 1st, 2nd and 3rd years Senior Law 1st year	1865 to 70	B.A. (Hon.), M.A. Barrister; Assistant Land Commissioner.
Roberts, Thomas R.	Engineering 1st year Agriculture 1st year	1854 to 57	Dipl Eng. (Hon.)
Robinson, W. J. J.	Arts Sc. 2nd year	1864 to 65	
Robinson, William	Arts Sc. 1st year	1870–71	
Roche, Edward F.	Engineering 1st and 2nd years	1871 to 73	Civil Service of India.
Roche, Francis E.	Arts Lit. 1st and 2nd years	1863 to 65	B.A., 1866; M.D. and M.Ch. 1867. Penang, China.
Roche, George	Arts Lit. 1st year Med. 2nd year Senior	1849 to 63	
Roche, H. L.	Engineering 1st and 2nd years	1873 to 75	
Roche, Joseph M.	Med. 2nd and 3rd years	1876 to 78	
Roche, William	Arts Lit. 3rd year Arts Sc. 2nd year	1854 to 56	

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Cork, and the subsequent distinctions obtained by them—*continued*.

Names.	Scholarships.	Date.	Observations.
Roche, William	Med. 2nd year	1852–53	M.R.C.S., Engl., 1858. R.N.M.S. (Fleet Surgeon).
Rock, Thomas	Agriculture 1st year	1853–54	
Ronan, Michael	Arts Sec. 1st year	1868–69	B.A., 1872; L.R.C.P. Edin. 1875. L.F.P.S., Glasg., 1874. R.N.M.S.
Ronan, Stephen	Arts Sc. 2nd and 3rd years Senior	1865 to 68	B.A. (Hon.), 1867. Special Certificate of Honour on call to the Bar. Crown Prosecutor, county Kerry.
Ronayne, Bartholomew	Med. 1st year	1881–82	
Ross, William	Engineering 1st year	1883–84	
Rountree, George A.	Arts Sc. 1st, 2nd and 3rd years	1875 to 78	M.D. and M.Ch., &c., 1882. House Surgeon, Cork South Infirmary.
Ruby, Henry George	Arts Sc. 1st year	1851–52	B.A., 1881.
Russell, William D.	Arts Lit. 1st, 2nd and 3rd years	1875 to 79	
Ryan, James	Arts Lit. 1st year	1860–61	
Ryan, John	Arts Lit. 1st, 2nd and 3rd years Senior Law 2nd year	1871 to 77	B.A., 1875.
Ryan, Thomas	Arts Lit. 2nd and 3rd years Senior Med. 2nd year	1861 to 65	B.A., 1863; M.D. and M.Ch., 1867.
Sandiford, J. O. G.	Med. 2nd and 3rd years	1874 to 76	M.D. and M.Ch., 1877. A.M.S.
Sandiford, Thomas Henry	Arts Sc. 2nd year Senior Med. 1st year	1862 to 67	B.A. (Hon.), 1866; M.D. and M.Ch., 1867. Med. Off. Kilshannig Disp. Distr., Mallow Union.
Sandiford, W. H. K.	Engineering 1st year	1874–75	B.E., 187 .
Sandys, Walter	Med. 1st year	1868–69	
Scott, Joseph	Arts Sc. 1st year	1859–60	
Scott, J. C.	Arts Sc. 1st year	1859–60	
Scott, Patrick	Arts Sc. 1st year	1859–60	
Scully, Albert M'Carthy	Med. 3rd year	1878–79	M.D. and M.Ch., &c., 1880. Med. Off. Kilbrittain Disp. Distr.
Sealy, Edward	Agriculture 1st year	1851–52	
Sexton, Edward	Med. 1st, 2nd and 3rd years	1853 to 56	M.D., St. Andrew's, 1856; L.R.C.S., Edin., 1856. Ind. Med. Service. (Surgeon-Major, Bombay Army).
Sexton, Michael J.	Arts Lit. 1st, 2nd and 3rd years	1850 to 53	Major, Royal Artillery.
Seymour, Michael	Arts Lit. 1st, 2nd and 3rd years Senior	1856 to 60	B.A. (Hon.), 1859; M.A., 1860. Inspector of Schools.
Shaw, William J.	Engineering 3rd year	1863–64	Dipl. Eng. (1st Hon.) Manufacturer, Cork.

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List of all Students who have held Scholarships in Queen's College,

Names.	Scholarships.	Date.	Observations.
Shea, Henry J. F.	Arts Sc. 1st, 2nd and 3rd years	1852 to 55	Major, Royal Artillery.
Shipsey, Edward	Arts Sc. 1st year	1867–68	M.D. and M.Ch., 1873; L.M.K.Q.C.P., Irel., 1873. Dunmanway, Co. Cork.
Shorten, James	Arts Lit. 1st year	1867–68	L.R.C.P. and L.R.C.S., Edin., &c. Med. Off. Glengariff Disp. District.
Sikes, Charles	Agriculture 2nd year	1859–60	
Smith, D. R. P.	Arts Lit. 1st, 2nd and 3rd years Arts Sc. 1st, 2nd and 3rd years Senior	1880 to 84	
Smith, J. B.	Arts Sc. 1st and 2nd years	1882 to 84	
Smith, Robert	Arts Lit. 3rd year Senior	1859 to 63	
Smith, Telford,	Arts Sc. 1st year	1876–77	
Smyth, Joseph C.	Arts Sc. 1st year	1883–84	
Smyth, R. H.	Arts Sc. 1st, 2nd and 3rd years	1879 to 82	
Somerville, Annesley,	Arts Sc. 1st, 2nd and 3rd years Senior	1872 to 76	B.A. (Hon.), 1875; M.A. (1st Hon.), 1876. One of the Mathematical Masters, Wellington College.
Spedding, John B.	Arts Lit. 1st, 2nd and 3rd years	1855 to 58	B.A., 1861. Civil Service of India.
R.*Spedding, Robert D.	Arts Lit. 1st, 2nd and 3rd years Senior	1855 to 59	B.A. (Hon.), 1858; M.A. (Hon.), 1859. Civil Service of India.
Spedding, William A.	Arts Lit. 1st and 2nd year Med. 1st year	1855 to 58	M.R.C.S., Engl., 1861. Natal, S. Africa.
Spring, John Burchell	Arts Lit. 1st year Law 1st, 2nd and 3rd years	1849 to 53	B.A. (T.C.D.) Clk. Raglan House, Durdham-park, Clifton, Bristol.
Starkie, R. F.	Med. 3rd year	1874–75	M.D. (Hon.), and M.Ch., 1875. Clonakilty, Co. Cork.
Starkey, William	Arts Lit. 1st and 3rd year Senior	1851 to 58	B.A., 1857; M.D., 1869; M.Ch., 1870. Dublin. Author of "Poems and Translations."
Starkey, William	Arts Lit. 1st year	1850–51	
Steen, Matthew	Arts Sc. 1st, 2nd and 3rd years Senior	1875 to 80	B.A., 1879.
Stewart, William T.	Arts Sc. 3rd year Senior	1862 to 65	B.A., 1864.
Stoops, William	Arts Sc. 1st, 2nd and 3rd years 2 Seniors	1871 to 76	B.A., 1874.
Stopford, John	Arts Lit. 1st and 2nd years	1850 to 52	
Strangman, Thomas	Agriculture 1st and 2nd years	1858 to 60	Dipl. Agr., 1860.
Sullivan, John P.	Arts Sc. 2nd and 3rd years 2 Seniors	1874 to 77	B.A., 1876; M.A. (Hon.), 1877. (Dead.)

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Cork, and the subsequent distinctions obtained by them—*continued.*

Names.	Scholarships.	Date.	Observations.
Sullivan, Patrick	Agriculture 1st and 2nd years Arts Sc. 1st year	1849 to 52	
Sullivan, Patrick D.	Arts Lit. 1st, 2nd and 3rd years	1878 to 81	B.A. (1st Hon.)
Sullivan, Robert Jovers	Arts Sc. 1st, 2nd and 3rd years 2 Seniors	1875 to 80	B.A. (Hon.), 1878; M.A., 1879. Sub-Inspector, R. I. Constabulary.
Sutton, William	Arts Lit. 1st year	1863–64	Priest, S. J.
p.*Swanton, James	Arts Sc. 1st and 2nd years	1850 to 52	B.A. (Hon.), 18 3; M.A., 1862.
Swanton, James H.	Arts Sc. 2nd and 3rd years 2 Seniors Med. 3rd and 4th years	1877 to 84	B.A. (Hon.), 1879: M.D., M.Ch., &c., 1883. Demonstrator of Anatomy, Q.C.C.
Swanton, James R.	Med. Senior	1861–62	M.D., 1862; L.R.C.S., Edin. Medical Officer, Kealkill Disp. District, Bantry Union, &c.
Swanton, Robert	Arts Sc. 1st year	1852–53	
Taylor, W. C.	Arts Lit. 2nd and 3rd years 2 Seniors Law Senior	1869 to 77	B.A. (Hon.), 1871; M.A. (First Hon.), 1872; LL.B. (Hon.), 1878. Second place on call to the Bar.
Taylor, William	Law 1st year	1867–68	
Testro, D. M'M.	Arts Sc. 1st, 2nd and 3rd years, Senior	1857 to 61	B.A. (Hon.), 1860. Civil Service of India.
Testro, William	Arts Sc. 1st year	1864–65	
Testro, William M'M.	Engineering 1st year	1862–63	
Thomas, William G.	Arts Lit. 1st year	1858–59	
Thompson, James	Engineering 1st and 2nd years	1879 to 81	
Thornhill, Joseph H.	Engineering 1st, 2nd and 3rd years	1864 to 67	Dipl. Eng. (Hon.) Engineer Public Works Dept., India.
6. *Thynne, Henry	Law 1st and 2nd years Senior	1870 to 74	B.A. (First Hon.); LL.B. (First Hon.), 1873. Resident Magistrate, Kilkenny.
Tidbury, Samuel	Arts Sc. 1st year	1857–58	
Tivy, William J.	Arts Lit. 2nd year	1868–69	
Tooker, Hugh P.	Engineering 2nd year	1877–78	B.E., 1879. Assistant Surveyor, Birkenhead.
Townsend, Christopher	Arts Sc. 1st, 2nd and 3rd years Senior	1854 to 58	B.A., 1857. Major, Royal Artillery.
Tracey, James	Arts Sc. 1st year	1882–83	
Tuckey, Thomas B. A.	Arts Lit. 1st year	1875–76	L.R.C.P. and R.C.S., Edin., 1880. A.M.S.
Tuchy, Francis J.	Med. 2nd and 4th years	1868 to 71	M.D. and M.Ch., 1871. Ind. Med. Service. (Surgeon, Bengal Army).
Unkles, R. N.	Engineering 1st year	1881–82	Dip. Eng., 1864. Eng. Public Works Dept., India.

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List of all Students who have held Scholarships in Queen's College,

Names.	Scholarships.	Date.	Observations.
Unkles, William	Arts Sc.		
	1st year		
	Med.		
	1st year	1850 to 54	
Walker, Robert	Engineering		
	1st year	1883–84	
Walker, Samuel	Arts Lit.		
	1st, 2nd and 3rd years	1880 to 84	
Walker, Thomas Ch.	Med.		
	3rd and 4th years	1873 to 75	L.R.C.S., Edinb., 1878. Practising in England.
Wall, Edmund	Arts Lit.		
	1st, 2nd and 3rd years	1873 to 76	M.D. and M.Ch. Med. Off., Courcy's Disp. Distr., Co. Cork.
Wall, Richard	Arts Lit.		
	1st, 2nd and 3rd years		
	Senior	1849 to 54	B.A. (Double First Hon.), 1853; M.A. (First Hon.) Civil Service of India.
Wall, Thomas J.	Arts Lit.		
	1st, 2nd and 3rd years		
	Senior		
	Law		
	3rd year		
	Senior	1853 to 59	B.A., 1856. Barrister. Circuit Crown Counsel for the City of Limerick.
Walsh, David J.	Arts Sc.		
	2nd year	1860–61	B.A., 1862; L.R.C.P. & L.R.C.S., 1864. Formerly of Ballincollig, Co. Cork.
Walsh, John E.	Med.		
	1st and 4th years	1873 to 77	M.D. and M.Ch., 1877. Surgeon, Bengal Army.
Walsh, Patrick	Arts Sc.		
	1st year	1882–83	
Warmington, E.	Arts Sc.		
	1st, 2nd and 3rd years	1855 to 58	
Warren, E.	Arts Sc.		
	1st, 2nd and 3rd years	1873 to 76	
Waugh, Richard L.	Arts Lit.		
	1st year	1876–77	
Webster, R. G. M.	Arts Sc.		
	1st year	1877–78	B.A., T.C.D., 1883. Clk. Curate of St. Mary's, Dublin.
Weir, George W.	Arts Lit.		
	1st, 2nd and 3rd years		
	Senior	1876 to 80	B.A. (First Hon.), 1879; M.A. (First Hon.), 1880; M.D. and M.Ch., 1883.
Weir, William	Arts Lit.		
	1st year	1869–70	
Welply, John Jagoe	Med.		
	2nd and 4th years	1873 to 76	M.D. (First Hon.) M.Ch., 1876. Bandon, Co. Cork.
Welply, Joseph	Med.		
	3rd year	1874–75	
Welply, William A.	Arts Sc.		
	1st year	1883–84	
West, Thomas	Arts Sc.		
	1st and 2nd years	1860 to 63	B.A., 1886.
B. * White, Edward	Arts Sc.		
	1st and 2nd years	1870 to 72	B.A. (Hon.) M.D. and M.Ch., 1877.
Whitelegge, W. A.	Arts		
	Senior	1882–83	B.A. (Hon.), 1882.
Whitton, James	Med.		
	2nd, 3rd and 4th years	1677 to 80	M.D., 1880, London.
Whitton, Thomas Bain	Med.		
	4th year	1871–72	M.D., 1872. L.R.C.S., Edin., 1873. Surgeon, Mount Ida Hosp., Naseby, Otago, New Zealand.
Willet, Edmund	Med.		
	2nd year		
	Senior	1858 to 61	M.D., 1861; L.R.C.P., Edin., 1661; M.R.C.S., Engl., 1662. Practising in London.

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Cork, and the subsequent distinctions obtained by them—*continued.*

Names.	Scholarships.	Date.	Observations.
Williams, Edward P.	Arts Lit. 1st and 2nd years	1882 to 84	
Williams, M. P.	Med. 2nd year	1882–83	
Williams, R. G.	Med. 1st year	1860–61	M.D., 1864.
Williams, William J.	Arts Sc. 2nd and 3rd years	1870 to 72	B.A., 1872.
Wilson, D.	Arts Lit. 1st, 2nd and 3rd years Senior	1867 to 71	B.A. (Hon.) 1870; M.A. (Hon.) 1872; M.D. (Hon.) 1875; M.Ch., &c., 1875. Med. Off. Dilwyn Distr., Weobly Union, Herefordshire.
Wilson, Edward, D. T.	Arts Lit. 2nd and 3rd years Senior	1863 to 66	B.A. (1st Hon.) 1865; M.A. (Hon.) 1866.
Wilson, James	Arts Lit. 1st year	1862–63	
B. *Wilson, John	Law 1st year	1858–57	B. A. (Hon.) 1857. Civil Service of India.
B. *Wilson, John	Arts Sc. 2nd year 2 Seniors Med. 1st year	1871 to 75	B.A. (Hon.), M.D., 1877; M.Ch., 1880. Med. Off., Castleblayney Workhouse, and Fever Hosp., &c.
Wilson, Joseph	Arts Lit. 1st year Med. 1st, 3rd, and 4th years	1865 to 71	M.D. and M.Ch., 1871. Ind. M. S. Surgeon Bengal Army.
Windele, Thomas	Med. Senior	1854–55	
Wood, R.	Law 1st, 2nd and 3rd years	1862 to 65	Dipl. Element. Law with 2nd Honours.
Wood, William E.	Arts Sc. 1st, 2nd and 3rd years Senior	1880 to 84	
Woodroffe, Francis H.	Arts Lit. 1st, 2nd and 3rd years	1857 to 60	B.A., 1860. Civil Service of India.
Woodroffe, Latham	Arts Lit. 1st year	1872–73	
Wray, Robert B.	Arts Lit. 1st, 2nd and 3rd years Senior	1878 to 82	B.A. (First Hon.), 1881.
Wren, Maurice	Arts Sc. 2nd year Law 1st year	1861 to 64	
B. *Young, Samuel	Arts Senior	1866–67	B.A. (Hon.), 1866; M.D. and M.Ch., 1869.

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Nos. 18, 19, 20.

THREE TABLES furnished by Dr. SULLIVAN, and referred to in his evidence, q. 8843.

No. 18.—TABLE showing the NUMBER of CANDIDATES who have PASSED the MATRICULATION EXAMINATION of the ROYAL UNIVERSITY of IRELAND; and the Number who have obtained HONOURS in each of the PRINCIPAL SUBJECTS, according to PROVINCES, in the YEARS 1881, 1882, and 1883, respectively.

	Passed.	Honours. Latin.		Greek.		French		English		Mathematics.		Experimental Physics.		Total.		Exhibitions.	
1881.		1st.	2nd.	1st.	2nd.	1st.	2nd.	1st.	2nd.	1st.	2nd.	1st.	2nd.	1st.	2nd.	1st.	2nd.
Connaught,	7	0	0	0	0	0	1	0	0	1	0	1	0	2	1	0	0
Leinster,	295	12	20	0	5	13	26	0	9	5	10	5	13	37	84	10	21
Ulster,	72	2	4	0	4	3	4	0	4	2	0	1	2	5	18	2	0
Munster,	42	0	2	0	0	1	0	0	0	0	1	0	2	1	13	0	0
1882.																	
Connaught,	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0
Leinster,	122	7	5	3	0	4	6	0	7	1	3	1	2	21	29	0	12
Ulster,	158	2	0	0	2	1	4	4	10	3	0	0	5	10	33	0	7
Munster,	50	0	1	0	0	1	0	0	0	0	0	0	0	1	1	0	1
1883.																	
Connaught,	7	0	0	0	2	0	0	0	0	0	0	0	0	0	2	0	1
Leinster,	127	3	6	1	3	5	13	2	9	4	3	2	0	17	42	5	11
Ulster,	155	4	4	5	5	1	7	1	0	2	5	0	0	14	26	5	0
Munster,	34	0	1	0	2	0	2	0	1	0	0	0	0	0	6	0	1

No. 19.—TABLE showing the NUMBER of CANDIDATES from SCHOOLS and from the QUEEN'S COLLEGES, respectively, who have PASSED the FIRST UNIVERSITY EXAMINATION of the ROYAL UNIVERSITY of IRELAND; and the Number who have obtained HONOURS in each of the PRINCIPAL SUBJECTS, according to PROVINCES, in the YEARS 1882 and 1883, respectively:—

	Passed.	Honours. Latin.		Greek.		French.		English		Mathematics.		Natural Philosophy.		Total.		Exhibitions.	
1882.		1st.	2nd.	1st.	2nd.	1st.	2nd.	1st.	2nd	1st.	2nd.	1st.	2nd.	1st.	2nd.	1st.	2nd.
CONNAUGHT:																	
Schools,	1	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0
Queen's College,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LEINSTER:	59	4	4	2	0	1	7	0	0	2	1	0	4	12	25	3	4
ULSTER:																	
Schools,	20	1	1	0	1	0	0	0	1	0	1	0	1	1	5	5	0
Queen's College,	7	1	0	0	1	0	0	0	0	0	0	0	0	1	1	0	1
MUNSTER:																	
Schools,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Queen's College,	1	0	1	0	1	0	0	0	0	0	0	0	0	0	2	0	1

	Passed.	Honours. Latin.		Greek.		French.		English.		Mathematics.		Experimental Physics.		Total.		Exhibitions.	
1883.		1st.	2nd.	1st.	2nd.	1st.	2nd.	1st.	2nd.	1st.	2nd.	1st.	2nd.	1st.	2nd.	1st.	2nd.
CONNAUGHT:																	
Schools,	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Queen's College,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LEINSTER,	61	3	7	0	2	0	12	2	10	2	0	2	0	10	40	0	11
ULSTER:																	
Schools,	41	0	0	0	0	0	1	0	0	0	0	0	0	0	5	0	1
Queen's College,	42	0	1	1	2	0	2	0	2	0	1	2	0	0	8	2	1
MUNSTER:																	
Schools,	14	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0
Queen's College,	5	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0

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No. 20.—TABLE showing the Number of Candidates from SCHOOLS and from the QUEEN'S COLLEGES, respectively, who have Passed the SECOND UNIVERSITY EXAMINATION of the ROYAL UNIVERSITY of IRELAND, and the number who have obtained Honours in each of the principal subjects, according to Provinces, in the Year 1883.

—	Passed	Honours.																					
		Latin.		Greek.		French.		English.		Logic.		Mathematics.		Mathematical Physics.		Experimental Physics		Chemistry.		Geology and Biology.		Total.		Exhibitions.	
		1st.	2nd	1st.	2nd.	1st.	2nd	1st.	2nd	1st.	2nd	1st.	2nd.	1st	2nd	1st.	2nd	1st.	2nd	1st.	2nd	1st.	2nd	1st.	2nd.
CONNAUGHT:																									
Schools, . .	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Queen's College,	11	1	0	0	1	0	0	0	1	0	1	0	0	0	2	0	0	0	0	0	0	1	5	1	0
LEINSTER, . .	13	1	2	1	2	1	5	1	6	1	1	1	3	1	1	1	3	0	1	2	0	10	24	3	2
ULSTER:																									
Schools, . .	10	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	1	2	0	1
Queen's College,	36	1	1	1	2	0	1	0	2	1	1	1	1	1	0	1	1	1	0	0	0	7	9	1	2
MUNSTER.																									
Schools, . .	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Queen's College,	11	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	3	0	0

N.B.—The numbers in the above Tables are taken from the Lists published in the Royal University Calendars, and necessarily do *not* include those Candidates entered from "private study," individual teachers, whose locality is not stated, or Schools out of Ireland. Where a Candidate is entered as coming from two different Schools, he is assigned to the province in which the last mentioned is situated. It was originally intended to give the numbers of Candidates who presented themselves for Examination, and number who were Rejected; but it was found that the ascertainment of these numbers would be a work so laborious as to be almost impracticable and too burdensome a task to ask the Secretaries of the Royal University to undertake.

No. 21.

MEMORANDUM of IMPROVEMENTS, &c., recently made at QUEEN'S COLLEGE, CORK.

Handed in by Dr. SULLIVAN.

Within the last seven years the following improvements have been made in the grounds, buildings, and teaching appliances of Queen's College, Cork.

At the beginning of the period just stated the only mode of access to the Western road, which is the main western avenue to the city of Cork, was by a gate at the extreme western end of the college grounds, opening into the road or passage to the county gaol, now the male prison. This way, in many respects very objectionable as an entrance to a college, had the further disadvantage of considerably increasing the distance of the college from the city. Considerable difficulties, however, beset the making of a direct entrance from the Western road to the college. In the first place the college ground was not conterminous with the road in question, and the southern branch of the river Lee intervened; this necessitated the purchase of land and the building of a bridge; and secondly the college is from thirty to forty feet above the level of the road, and required the construction of an expensive embankment.

Independent of the question of a new entrance there were other and pressing reasons for purchasing, if possible, additional land. In the first place there was not sufficient room in the then college grounds for laying out a proper Botanic Garden with plant houses; in the second place the only ground available on which to build an observatory, a new chemical laboratory, and a much required extension of the medical building was that occupied by the then small botanical and medical gardens. Thirdly, there was great danger of the adjoining land being built upon, which would prevent the college, perhaps for ever, acquiring it, and at the same time shut it in between lanes of small low class houses and the county prison; and lastly, part of the land to be purchased was a quarry at work, part was a receptacle for rubbish intended to raise it above flood level, and the rest, in anticipation of being let as building ground, had become a common, and the resort of idlers and dissolute persons of both sexes, and a serious inconvenience to the neighbourhood.

With much difficulty and after two or three years negotiations, a strip of land stretching along the whole eastern boundary of the college ground, between six and seven acres in extent, was purchased, and as will be mentioned laid out as a botanic garden, through which a fine avenue has been made, connected with the Western road by a bridge over the river Lee, and having a cut-stone entrance lodge with fine wrought-iron gates. As this avenue had to be carried, as already indicated, upon an embankment rising to a height of more than thirty feet, requiring more than 30,000 loads of clay to form it, the expense was so great that but for the timely generosity of Mr. Wm. H. Crawford, of Cork, who paid half the cost of the gate lodge, bridge, and road, they could not have been made.

The Botanic Garden and Plant House.—When the new ground was enclosed, the laying of it out as a botanic garden was at once taken in hand and is now nearly completed. The labour expended upon this work has been considerable. Some idea of this may be formed when it is told that about 5,000 loads of clay and mould had to be purchased to form the upper ground now occupied by the collection of named plants

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and the plant house. This collection consists of about 2,000 species, representing ninety ordors. The plant house consists of three rooms—a central tropical room, 54 feet long, 25 feet wide, and 39 feet high, but having an excavation 15 feet deep in the centre, so as to admit of tall plants when they reach the roof being lowered; a subtropical and a temperate room each 40 feet by 18. A passage 30 feet by 8 feet connects the temperate house with two experimental chambers and a biological laboratory. This passage is used at present as a house for orchids and ferns requiring heat. The plant house is now filled with an excellent teaching collection of plants, among which are many large, rare, and valuable plants, nearly all of which are the gifts of persons belonging to the locality, especially of Mr. W. H. Crawford, who also contributed one-half the cost of the plant house, and of the levelling and laying out of the garden. To make the garden complete a range of low glass would be required for a propagation house, a tropical aquatic house, &c., and a small house for the myrtaceæ and similar plants.

A part of the old Botanic garden has been laid out as a medical garden, in which the plants are arranged according to their therapeutical properties. Preparations had also been made to form two other gardens—one for the plants named in Greek and Roman authors—especially those of mythological and artistic interest. This collection was also intended to include the sacred plants of the Celts, Germans, Slaves, and Hindoos—in fact of the Aryan family; and one of Œconomic plants. As these two gardens were to be laid out in the ground adjoining the college, purchased by Mr. W. H. Crawford, with the view of bestowing it on the college, and were also to be connected with part of the additional glass-house above mentioned to contain the classical, mythological, and œconomic plants requiring heat, for which plans had been prepared and estimates procured, the project has been interrupted by the state of uncertainty regarding the future of the college, produced by recent legislation and the attack upon it.

In the lower part of the new ground two ponds for aquatic plants have been constructed, and the whole is being laid out as a wood-garden and arboretum. Whenever shrubs or trees are planted in any part of the college grounds as many new species and varieties as possible are procured.

Biological Laboratory in connexion with Plant House.—This, the first of its kind in Ireland, consists of four small rooms and two experimental glass chambers, namely, a chemico-biological laboratory, a dissecting and histological room, an instrument room, and an aquarium or vivarium. The latter is not yet fitted up, but will be this year. The laboratory is fairly provided with apparatus for demonstration and research, and when the aquarium shall have been completed, will offer considerable facilities for both botanical and zoological work.

Library.—All the available space in the library, and in the examination hall has been fitted up with shelves. Besides the usual purchases and donations of books the library has been enriched by a collection called the Crawford Library, consisting of about 2,000 volumes, among which is a valuable series of historical works, such as Pertz's "Monumenta, Dom Bouquet's" great collection of French historical documents, &c.

Museums, Laboratories, &c., of the Arts and Science Schools.

Zoological Museum.—The whole of the arrangements of this museum have been recast; a number of cases added, so as to occupy all vacant spaces. The collections have also been largely increased, notably by the gift of our late professor, Dr. Harvey, of his rare and valuable collection of the birds and mammals of the south of Ireland, and of the eggs of native birds, and by the purchase of models of embryological development, and models of the lower forms of marine animals, &c.

Collection of dried Plants.—Considerable additions have been made to our extensive collection of named dried plants, now numbering more than 60,000 species. A special collection of native plants, comprising about five-sixths of the British flora has also been formed chiefly through the exertions of the late Isaac Carroll, a well-known local botanist.

Mineral and Geological Museum.—This museum has also been entirely re-arranged, new cases put up, and large additions are being made to the collections. The petrological and geognostical part of the collections will be to some extent unique, as the specimens illustrative of the structure, metamorphism, jointing, cleavage, &c., of rocks, and the structure and formation of mineral veins, consist of large masses, weighing sometimes as much as a ton, instead of the usual hand-specimens which do not give a true idea of nature.

Technological Museum.—This collection, which will illustrate the practical applications of the scientific collections in the geological, botanical, and zoological museums, has as yet no place fitted up to receive it, but a good collection of raw materials has been got together.

Archæological and Ethnological Collections.—These collections are, for the present, placed in one of the lecture-rooms, where a number of cases have been fitted up so far as could be done compatible with the primary use of the room. The collections have also been considerably increased, notably by an excellent collection of prehistoric stone weapons, a fine collection of the weapons, dress, &c., of New Guinea and the Australasian islands, made by Dr. Haines, a former student, &c.

Chemical Laboratory.—Twenty years ago the chemical laboratory at Queen's College would have been looked upon as a good one, but the great advance which has since taken place in the teaching of experimental science has left it somewhat behind. In any case it possesses two serious defects, namely, it is in the wrong place, and it is too small. Plans of a new isolated chemical building have been prepared, but the necessary funds for building it not having been obtained; under these circumstances the only thing that could be done was to improve the lighting of the existing laboratory.

Physical Cabinet and Workshops.—The collection of physical instruments was formerly kept in two small rooms, one of which was little better than a lumber-room. These have been thrown into one fair-sized room, provided with cases on all the available wall space, and with stone pillars for supporting apparatus without vibration, such as cathetometers, galvanometers, and other measuring instruments. The collection of instruments has been considerably enlarged, and now contains the chief instruments necessary for demonstration, and some of those required for research. Attached to the physical department is a workshop, provided with a lathe and other tools, where instruments and models are constructed and repaired by a skilled workman, who acts as mechanician to the college. When our funds permit we propose to get a gas-engine, a better lathe, a dividing-engine, and other tools, so as to enable us to make any kind of apparatus or machine.

Crawford Observatory.—The building is of dressed local limestone, similar to that of the college buildings, and contains on the ground-floor two rooms wainscoted with pitch-pine, forming wings to a central tower containing the pillar which supports the equatorial telescope. The space about this pillar on the ground-floor is to be used for a mean clock and a photographic room. The upper part of the tower forms a circular room, covered by a revolving dome, fifteen feet in diameter, and in which is placed the equatorial telescope. A winding staircase, contained in a projecting porch, leads to the equatorial room. The room forming the left wing contains the transit instrument. The roof of the transit room is furnished with a movable shutter of ingenious construction, which admits of its being fully opened or closed in

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three seconds, and is perfectly impervious to rain or snow. The room forming the right wing is specially devoted to spectroscopic work, and can be completely darkened by sliding shutters. In order to prevent the deposition of damp on the instruments when not in use, each room is provided with a battery of hot-water tubes in connexion with a small boiler, heated by gas, and placed outside the main building. This hot-water system merely keeps the temperature a few degrees above the dew-point, so as to prevent the deposition of dew.

The instruments consist of:—

An *Equatorial Telescope*, with an eight-inch object glass, furnished with the most recent improvements by Mr. Howard Grubb, namely, declination circle read by two verniers and microscope from the eye end of the telescope, illuminated by an electric lamp which serves also to illuminate the dark and bright fields of bifilar micrometer, as well as a transparent position circle; two right ascension circles, one with two opposite verniers read in the usual manner, the other with one vernier is read from the eye end of the telescope by the same microscope that is used for reading the declination circles, clockwork with means of changing instantaneously to lunar rate. A sidereal clock is placed in such a position as to be easily read by the observer.

A *Meridian Circle*, with object glass five inches in diameter, with two circles of glass, one divided to 15′, the other to 5′, and reading to 1″, by means of four reading microscopes. The setting circle is of peculiar construction, arranged so as to be read through the eye-piece of the telescope; the electric lamp which illuminates it also serves for the illumination of the graduated circles, another small electric lamp being used for the illumination of the wires, five of which are placed at intervals of 10″; four others, two at each side of central one at intervals of 30″, the eye-piece admitting of a lateral movement sufficient to observe a star one minute before its transit.

The transit room also contains a sidereal clock.

The spectroscopic room, which can also serve as a computing room, is furnished with a siderostatic telescope of four inches aperture. The tube of this instrument being in the direction of the earth's axis only alters its position by rotation on its own axis, a movement which is affected by clockwork. The observer consequently has never occasion to alter his position. The object glass when the instrument is in use, being in the open air, the shutter through which the tube of the telescope passes fitting the aperture of the window accurately, no inconvenience arises from currents of air of different temperatures. By means of a small mirror the image of the sun formed by the telescope is readily thrown on the slit of a spectroscope which at all times occupies the same position. This spectroscope is supplied with two half and four half prisms of 60°, and as the pencil of light passes through each twice it is equivalent to 10 prisms of 60°, which can be reduced readily to 8, 6, 4, or 2.

The spectroscopic room contains a small chronograph, the barrel of which revolves once in a minute, the seconds being represented by spaces one-fifth of an inch in length. It is also furnished with a mean time clock.

The whole equipment of the observatory was carried out by Mr. Howard Grubb, of Dublin.

This observatory arose out of a very small beginning, namely, a proposal to provide a permanent shelter for a small telescope belonging to the physical collection, and which had to be mounted and dismounted every time it was used. The sight of a beautiful small equatorial telescope at Mr. Grubb's works enlarged our ideas considerably, and it was then proposed to try and get such instruments, and build a small observatory by subscription. A plan was prepared for a simple building, and a list was prepared of instruments with their approximate price. This was printed for circulation, but only a few copies were sent, two subscribers having promised nearly the whole sum subscribed, namely, His Grace the Duke of Devonshire, who gave £500, and Mr. W. H. Crowford, who gave £1,000. Instead, however, of a simple brick building which would be out of keeping with the stone buildings of the College, it was determined to build the observatory of dressed stone, but as this would absorb all our funds, Mr. Crawford generously undertook to provide the instruments. The result of this successive development is the present beautiful observatory which has cost about £4,000.

Meteorological Observatory.—It was intended to establish a meteorological observatory, furnished with self-registering instruments of the most improved kind. A tower has been built containing a wainscoted room with sliding shutters for holding its barometers and thermometers, and having a flat roof for solar experiments. Provision has been made in the plans of the proposed Crawford Hall for a room at the top of the tower for an anemometer and other instruments. But owing to the uncertain position of the college this project, like several others, is in abeyance, at least for the present.

Engineering Department.—This very important and successful department of the college possesses all the necessary surveying and levelling instruments and the nucleus of a museum. The professor of engineering is also forming a collection of engineering tools, machines and appliances, but like the technical museum we have no suitable place to exhibit the models and tools, &c. It has been proposed to convert the present chemical department into an engineering and technical museum and model room, when the proposed new chemical building shall be provided. In the meantime the professor of engineering is obliged to keep his machines, &c., in his private room, and in the physical workshop, where they cannot be conveniently examined by students.

Lapidary Museum.—With a view of encouraging the study of archaiology and history a beginning has been made in the formation of a collection of ancient inscriptions, by the arrangement of six or seven Ogam stones in the cloisters. The proposed collection will include examples of Runic, Gallo-Celtic, Italo-Celtic, Etruscan, old Roman, Phœnician, Egyptian (of all kinds), Greek, Cuneiform, Arabic, Chinese, &c. Of course few real examples of such monuments are likely to be obtained, but the educational purposes of the collection will be equally effected by good casts. Some good examples of the latter have already been procured, and we hope in a short time to have an interesting and instructive series arranged.

Standards of Weight and Measure.—In order to accustom students to form accurate ideas of weight and measure, and to accustom them to accurate numerical observation, it is proposed to place a collection of British and French standard weights and measures, and instruments for the measurement of time, temperature, atmospheric pressure, &c., in some place where they can be always seen by passing students. A case for the weights and measures has been put up in the vestibule, and the standards will be procured according as funds permit. A beginning has also been made with the collection of instruments by placing a standard barometer in the cloister; other instruments will be added from time to time.

Medical School.—Ten years ago the provision for teaching medicine was very unsatisfactory, both as regards lecture rooms, laboratories, museums, and appliances. The dissecting room was too small, badly lighted, and very badly ventilated. The pathological museum was a low long room lighted on one side, the unlabelled specimens being exhibited in a single case along the back wall where they could be very imperfectly seen. The materia medica collection consisted of a small working collection of common drugs,* which was placed in a narrow room, the only access to which was through a lecture room in which four professors lectured, and which was consequently almost always occupied. This room also contained the models, diagrams, &c., of the Professor of Midwifery, and was

* The College had at one time an excellent collection of drugs which was, however, destroyed by the fire.

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therefore a mere store room to which the students had practically no access. The Professor of Materia Medica had no laboratory and no apparatus, and the lecturer on medical jurisprudence was in the same position. Experimental physiology formed no part or the ordinary work of medical schools in these countries at that time, and in Ireland, at all events, there was no physiological laboratory, the medical school of Cork College was not therefore worse off in this respect than the other medical schools of the country.

In this state of things the school could not perform its functions properly and required to be remodelled, enlarged, and provided with laboratory, museum, and other teaching appliances suitable to the present condition of medical science. This has been done so far as very limited funds would allow. The chief improvements and additions are the following :—

1. *Lecture Room.*—The roof of the old anatomical lecture room was raised, and it was divided into two stories, the upper forming a fine well-lighted room, capable of seating from 200 to 250 students, and having an excellent histological room constructed under the gallery. The ground floor was converted into a lecture room for the Professor of Medicine, Surgery, and Midwifery, provided with an excellent retiring room, where diagrams and other things are kept.

The room used as a pathological museum was divided into two, one of which was fitted up as a lecture room for the Professor of Materia Medica, and the other as a laboratory for the same professor.

Dissecting Room.—The old room has been doubled in length and is now one of the best lighted and ventilated rooms of the kind to be found anywhere.

Laboratories—*Physiological Laboratory.*—A good well-lighted room has been fitted up as a physiological laboratory. It has working places for chemico-physiological investigations, histology, &c., and is provided with some of the latest apparatus, both for demonstration and research in experimental physiology. When this laboratory was first fitted up practical physiology was not an obligatory subject, and being the first laboratory of its kind in Ireland, it was made of moderate dimensions, not only to save space and money, but also because it was believed that the number of students who were likely to take a scientific subject not required for any professional examination would be small. But so rapid has been the progress of practical teaching in every branch of experimental science within the last few years, that already the class threatens to outgrow the laboratory.

Materia Medica and Toxicological Laboratory.—I mentioned above that one of the rooms into which the old pathological museum had been divided was converted into a laboratory for the examination of drugs, pharmaceutical preparations, and toxicological analysis. Though not a very good room it serves well enough for the purpose and is gradually being provided with the necessary fittings and apparatus. The adjoining lecture room is also fitted up so as to allow of experimental demonstrations being given at lecture. The lecture room and laboratory are in direct communication with the new materia medica museum, so that the whole, including a private room, forms a very good provision for this branch of medical teaching.

Materia Medica Museum.—The materia medica museum is part of the new building recently added to the old school building. It is a fine room, lighted at two opposite sides, and contains besides a working collection a fine collection of typical specimens of officinal and other drugs. A good extensive collection of Indian drugs has recently been added. The specimens are placed on glass shelves.

Anatomical and Pathological Museum.—The new museum is a large lofty hall, well-lighted on three sides and provided with handsome wall and desk cases. The specimens in the upright or wall cases are placed on glass shelves, and are classified and labelled. The old preparations have been carefully gone over, and many new ones added—indeed all the material locally available finds its way into the museum. An extensive and well made series of models of skin and other diseases has been recently added, so that the museum as a whole may fairly compare with most other medical schools.

Collection of Surgical and Obstetrical Instruments and Appliances.—Formerly the several professors of the practical departments of medicine used their own instruments for teaching purposes. This unsatisfactory arrangement no longer exists, the college now contains every important instrument required for teaching purposes and will be kept abreast of operative surgery and practical midwifery.

Hospital Appliances and Sanitary Museum.—The old museum cases have been refitted in a well-lighted corridor as a sanitary museum. A beginning has been made in forming a collection of hospital and sanitary appliances. This which was one of the first attempts made in any medical school to provide what ought to be regarded as one of the most essential requisites for medical teaching, is as yet only in its infancy, owing to the smallness of our income, and the necessity of providing for so many other more immediately pressing wants. It is, however, intended to develop this part of our collection as quickly as our means will allow.

Independent of all the improvements of specific departments above described, considerable improvements have been made in the supply of water and gas, in the lighting and heating of the building, in the furniture and fittings of almost every department of the college, and in the approaches to it.

I should not omit to mention a proposal of our generous benefactor, Mr. Crawford, to provide residences for the arts professors, which would add to the endowment of the chairs, and, at the same time, by keeping the professors about the college, help to create and foster a college society. About seven and a half acres of the land to the east of the college grounds have been purchased, enclosed, and roughly laid out, with a view of being made part of the college grounds. Upon this land it is proposed to build six houses for married professors, and a hall, to be called Crawford Hall, containing chambers for unmarried professors, assistants, senior students engaged in teaching, &c., and a large dining-hall for such students as wish to dine in college. The plans for these buildings have been prepared, put out for tender, and tenders received. The Treasury have consented to allow the Board of Public Works in Ireland, who, under the Colleges Act, are the trustees of the lands and buildings of the college, to act also as trustees for the Crawford Trust. The chief condition of this trust is, that the land and buildings shall revert to Mr. Crawford or his heirs, should, at any time, the college be made denominational—a condition which equally applies to Mr. Crawford's previous gifts. The only thing then that prevents this noble project from being at once carried out, and Queen's College, Cork, from being made one of the most complete educational institutions in the United Kingdom is the recent legislation, and the present uncertainty regarding the Irish University question.

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Nos. 22*a* and 22*b*.

TABLES extracted from the Reports for 1882 and 1883 of the CORK NORTH INFIRMARY and CITY of CORK GENERAL HOSPITAL

Supplied by Dr. O'SULLIVAN, Evidence, q. 2580.

No. 22*a*.—CLASSIFIED RETURN

Of the DISEASES of the Patients admitted into the NORTH INFIRMARY in the Year ending 31st December, 1882, and of the Number that died of each Disease

Disease.	Admitted.	Died	Disease.	Admitted.	Died.
Ague,	2	–	Gonorrhœa,	1	–
Asphyxia,	1	–	Gangrene of Leg,	2	–
Anæmia,	3	–	Hydrocele,	2	–
Apoplexy,	1	1	Hæmorrhoids,	3	–
Ascites,	9	–	Hæmatemesis,	1	–
Asthma,	1	–	Hæmoptysis,	5	–
Aneurism,	1	–	Hernia,	7	–
Abscess of Neck,	4	–	Hypochondriasis,	1	–
„ of Face,	1	–	Hare Lip,	3	–
„ of Knee,	2	–	Hysteria,	1	–
„ of Ear,	3	–	Hemiplegia,	5	–
„ of other parts,	15	–	Hæmatocele,	1	–
Alcoholic Poisoning,	3	–	Iritis,	2	–
Amenorrhœa,	1	–	Jaundice,	3	–
Anthrax,	1	–	Keratitis,	8	–
Bright's Disease,	8	–	Lupus,	2	–
Bursitis,	6	–	Lateral Curvature of Spine,	7	–
Bronchitis,	22	2	Lumbago,	2	–
Burns and Scalds,	7	1	Morbus Cordis,	14	7
Cirrhosis of Liver,	1	1	Morbus Coxarius,	3	–
Chlorosis,	–	–	Necrosis,	10	–
Caries,	6	–	Obstruction of Bowels,	3	–
Convulsions,	2	–	Onyxis,	1	–
Chorea,	3	–	Ophthalmia,	2	–
Concussion of Brain,	5	–	Orchitis,	1	–
Colica,	1	–	Ovaritis,	1	–
Contusions and Sprains,	34	–	Ovarian Tumour,	1	–
Conjunctivitis,	13	–	Paronychia,	1	–
Concussion of Spine,	2	–	Peritonitis,	2	1
Cystitis,	2	1	Phthisis Pulmonalis,	49	9
Congestion of Liver,	2	–	Pleuritis,	2	–
Croup,	11	4	Prostatic Enlargement,	3	2
Cataract,	1	–	Pneumonia,	5	2
Cancer,	6	2	Poisoning,	2	–
Dropsy,	1	–	Periostitis,	4	–
Dislocation of Ankle,	3	–	Phimosis,	1	–
„ of Clavicle,	1	–	Polypus of Nose,	1	–
„ of Shoulder,	4	–	Phlebitis,	–	–
Diarrhœa and Dysentery,	7	1	Rupture of Liver,	1	1
Debility,	2	–	Rheumatism, Acute and Chronic,	30	–
Diabetes,	2	–	Shock,	11	–
Delirium Tremens,	1	1	Stricture of Urethra,	5	–
Dyspepsia,	22	–	Syphilis,	3	–
Epulis,	2	–	Sciatica,	14	–
Epistaxis,	3	–	Synovitis,	14	–
Erysipelas,	2	–	Scabies,	1	–
Extravasation of Urine,	1	–	Scorbutus,	2	–
Entropium,	3	–	Scrofula,	4	–
Epithelioma,	6	–	Tonsillitis,	4	–
Enteritis,	1	–	Tumours,	13	1
Febris Typhoid,	3	–	Talipes,	1	–
Fracture of Cranium,	14	6	Tetanus,	4	3
„ of Humerus,	1	–	Ulcer of Cornea,	5	–
„ of Radius, Ulna, or both,	2	–	Urine, Retention of,	9	–
„ of Fingers (comp.),	6	–	Uterine Disease,	10	–
„ of Ribs,	9	1	Ulcer of Leg,	18	–
„ of Tibia, Fibula, or both,	27	–	Vesical Calculus,	1	–
„ of Femur,	20	–	Varicose Veins,	3	–
„ of Lower Jaw,	1	–	Wounds of Forearm,	1	–
„ of Elbow,	1	–	„ of Scalp,	20	–
„ of Clavicle,	4	–	„ of Throat,	–	–
„ of Pelvis,	2	2	„ of Foot,	5	–
„ of Patella,	3	–	„ of Hand,	7	–
„ of Nasal Bones,	1	–	„ Side,	1	–
Fistula in Ano,	1	–	„ Eye,	3	–
Fistula Urethial,	2	–	„ Face,	5	–

Fractures of the Upper Extremities are usually treated in the Extern Department of the Hospital

RETURN of INTERN PATIENTS for the Year ending 31st December, 1882.

Description of Patients	In House, 31st Dec., 1881.	Received in the Year.	Of which were discharged.		In House, 31st Dec., 1882.	Total treated.
			Cured or relieved.	Died.		
Medical,	31	379	366	21	23	410
Surgical,	44	682	655	29	42	726
Total,	75	1,061	1,021	50	65	1,136

Daily average number of beds occupied, 73.

Number of Accidents, 5,139. Of this number 1,159 were Night Accidents, attended between 9 o'clock, P.M., and 6 o'clock, A.M.

Number of Attendances of Patients for Medical or Surgical Treatment in Extern Department, 29,135.

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No. 225.—CLASSIFIED RETURN

Of the DISEASES of the Patients admitted into the NORTH INFIRMARY in the Year ending 31st December, 1883, and of the Number that died of each Disease.

DISEASE.	Admitted.	Died.	DISEASE.	Admitted.	Died.
Ague,	1	–	Fistula in Ano,	3	–
Anæmia,	2	–	Fistula Urethral,	2	–
Apoplexy,	3	3	Gonorrhœa,	4	–
Ascites,	1	–	Gangrene of Leg,	2	1
Asthma,	1	–	Gastritis,	5	–
Aneurism,	3	–	Gunshot Wound,	1	–
Abscess of Neck,	1	–	Hæmorrhoids,	5	–
,, of Face,	1	–	Hæmoptysis,	6	–
,, of Knee,	2	–	Hernia,	3	1
,, of Ear,	1	–	Hare Lip,	5	–
,, of other parts,	10	–	Hysteria,	6	–
Alcoholic Poisoning,	1	–	Hemiplegia,	2	–
Amaurorrhœa,	4	–	Jaundice,	1	–
Anthrax,	1	–	Keratitis,	1	–
Bright's Disease,	5	–	Lupus,	2	–
Bursitis,	3	–	Lateral Curvature of Spine,	19	–
Bronchitis,	24	2	Morbus Cordis,	15	4
Burns and Scalds,	8	5	Morbus Coxarius,	5	–
Cirrhosis of Liver,	1	–	Necrosis,	5	–
Chlorosis,	3	–	Obstruction of Bowels,	4	2
Caries,	2	–	Ophthalmia,	8	–
Convulsions,	2	–	Ovarian Tumour,	2	–
Chorea,	2	–	Phthisis Pulmonalis,	44	9
Concussion of Brain,	5	–	Pleuritis,	2	–
Contusions and Sprains,	21	–	Prostatic Enlargement,	11	–
Conjunctivitis,	8	–	Pneumonia,	10	3
Concussion of Spine,	5	–	Poisoning,	2	–
Cystitis,	5	–	Periostitis,	1	–
Congestion of Liver,	1	1	Phimosis,	1	–
Croup,	13	5	Polypus of Nose,	5	–
Cancer,	5	–	Rupture of Liver,	1	–
Dropsy, Elbow,	5	3	Rheumatism, Acute and Chronic,	27	1
Dislocation of Ankle,	1	–	Shock,	3	–
,, of Clavicle,	1	–	Stricture of Urethra,	1	–
,, of Shoulder,	1	–	Syphilis,	4	–
Diarrhœa and Dysentery,	1	–	Sciatica,	5	–
Debility,	1	–	Synovitis,	5	–
Dog Bite,	2	–	Scabies,	1	–
Delirium Tremens,	5	–	Scorbutus,	2	1
Dyspepsia,	33	–	Scrofula,	3	2
Epilepsy,	1	1	Tonsilitis,	6	–
Erysipelas,	2	–	Tumours,	14	–
Entropian,	1	–	Talipes,	6	–
Epithalioma,	12	–	Ulcer of Cornea,	1	–
Febris Typhoid,	6	–	Urine, Retention of,	3	–
Fracture of Cranium,	27	5	Uterine Disease,	10	–
,, of Humerus,	2	–	Ulcer of Leg,	6	–
,, of Radius, Ulna, or both,	2	–	Vesical Calculus,	2	–
,, of Fingers (comp.),	4	–	Varicose Veins,	2	–
,, of Ribs,	11	–	Wounds of Forearm,	1	–
,, of Tibia, Fibula, or both,	30	–	,, of Scalp,	14	1
,, of Femur,	21	–	,, of Throat,	1	–
,, of Lower Jaw,	3	–	,, of Foot,	3	–
,, of Clavicle,	2	–	,, of Hand,	3	–
,, of Pelvis,	2	–	,, Side,	1	–
,, of Patella,	5	–	,, Eye,	7	–
,, of Spine,	1	–	,, Face,	1	–

RETURN of INTERN PATIENTS for the Year ending 31st December, 1883.

DESCRIPTION OF PATIENTS.	In House, 31st Dec., 1882.	Received in the Year.	Of which were discharged.		In House, 31st Dec., 1883.	Total treated.
			Cured or relieved.	Died.		
Medical,	23	332	303	20	23	355
Surgical,	42	592	568	22	44	634
Total,	65	924	871	51	67	989

Daily average number of beds occupied, 72.

Number of Accidents, 5,577. Of this number 1,480 were Night Accidents, attended between 9 o'clock, P.M., and 6 o'clock, A.M.

Number of Attendances of Patients for Medical or Surgical Treatment in Extern Department, 28,831.

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No. 23.

Referred to in Evidence of Dr. O'Sullivan, q. 2592.

Hospitals in Cork, their Size, Number of Beds, &c., Year 1883.

—	Names of Hospitals, &c.	No. of Beds.	Daily Average No. of Beds occupied	No. of Intern Patients treated in the Year.	Extern Department.	
					No. of Attendances in Year.	No. of Accidents in Year.
1	North Infirmary,	160	72	999	28,831	5,577
2	South Infirmary,	160	71	999	13,014	–
3	Mercy Hospital,	90	99	923	4,920	–
4	Cork Fever Hospital,	–	27	449	–	–
5	„ Lying-in Hospital,	14	–	900	–	–
6	Ophthalmic and Aural Hospital,	30	–	194	12,000	–
7	Women and Children's Hospital,	28	–	194	1,969	–
8	Maternity,	–	–	–	350	–
9	St. Patrick's Hospital for Incurables and Children's Hospital. Only occasionally used for Clinical Instruction or Examinations.	50	–	–	–	–
10	Protestant Incurable Hospital. Not used for Clinical Instruction	–	–	–	–	–
11	Cork District Lunatic Asylum. A large Institution in which Clinical Instruction is given.	–	–	–	–	–
12	Union Hospital. } Almost unlimited in extent. Not used	–	–	–	–	–
13	„ Fever Hospital. } for Clinical teaching	–	–	–	–	–

No. 24*a*.

Cork South Charitable Infirmary.

Tables extracted from Annual Report for 1883, of above Infirmary.

Referred to in Evidence of Dr. Townsend, Cork, q. 3012.

List of Surgical Cases Admitted, 1883.

Diseases.	No.	Deaths.	Diseases.	No.	Deaths.
Abdominal Injury,	1	1	Incontinence,	1	–
Abscess,	32	3	Joints, Injuries and Diseases of,	66	–
Accidental Amputation of both Legs,	1	1	Larynx, Injuries and Diseases of,	2	–
Anthrax,	2	–	Lupus,	6	–
Aneurism,	1	–	Meniere's Disease,	1	–
Bladder, Diseases of,	3	–	Milk Leg,	1	–
Bone, „	12	–	Nasal Polypus,	4	–
Brain, Injury of,	2	1	Onychia,	1	–
Bursitis,	1	–	Ozœna,	3	–
Burns and Scalds,	12	2	Paraphymosis,	1	–
Cancer—			Prolapsus Ani,	1	–
Epithelial,	22	–	Prostatic Disease,	4	1
Encephaloid,	1	–	Retention,	4	–
Scirrhus,	6	–	Skin, Diseases of,	12	–
Concussion,	13	2	Spinal Disease,	14	–
Cut Throat,	1	–	Sprains and Contusions,	19	–
Dislocation,	7	–	Struma,	6	–
Ear, Diseases and Injuries of,	2	–	Talipes,	3	–
Eye, „ „ „	68	–	Testis, Injuries and Diseases of,	6	–
Fistula—			Tongue and Throat, Injuries and Diseases of,	6	–
Salivary,	2	–	Tumours,	28	1
Anal,	2	–	Ulcers,	24	–
Vesico-Vaginal,	1	–	Urethra,	5	–
Fractures—			Uterus,	26	–
Simple,	33	–	Varicose Veins,	1	–
Compound,	7	4	Wounds—		
Gangrene,	2	1	Punctured,	4	–
Genu Valgum,	1	–	Incised,	15	–
Goitre,	1	1	Contused,	1	–
Hare Lip,	2	–	Lacerated,	17	–
Hernia—			Gunshot,	4	–
Reducible,	1	–			
Strangulated,	1	1	Totals,	521	16
Hæmorrhoids,	8	–			

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No. 24*b*.

List of Medical Cases Admitted, 1883.

Diseases.	No.	Deaths.	Diseases.	No.	Deaths.
Addison's Disease,	1	–	Larynx, Diseases of,	2	–
Alcoholic Poisoning,	1	–	Liver, Diseases of,	13	–
Amenorrhœa,	2	–	Locomotor Ataxia,	1	–
Anæmia,	12	–	Lumbago,	3	–
Apoplexy,	1	1	Mesentery, Diseases of,	1	–
Asthma,	3	–	Paraplegia,	2	1
Brain, Diseases of,	6	2	Peritonitis,	3	–
Bronchitis,	74	4	Phthisis,	64	6
Chorœa,	4	–	Pneumonia,	12	–
Colic,	4	–	Progressive Muscular Atrophy,	2	–
Croup,	4	1	Pleurisy,	2	–
Dropsy,	12	–	Plumbism,	2	–
Dysentery,	2	1	Rheumatism,	35	1
Diabetes,	3	–	Sciatica,	4	–
Diarrhœa,	2	1	Scurvy,	4	–
Emphysema,	1	1	Skin, Disease of,	5	–
Empyema,	2	–	Spinal Cord, Disease of,	1	–
Epilepsy,	1	–	Spleen, Disease of,	1	–
Facial Paralysis,	1	1	Stomach, Disease of,	47	2
General Debility,	1	1	Struma,	1	–
Goitre,	1	–	Tumours,	3	–
Heart, Disease of,	31	5	Uterus, Disease of,	7	–
Hæmoptysis,	20	1			
Hydrocephalus,	1	–			
Kidney, Diseases of,	3	–	Totals,	406	28

Registry of Patients from January 1st, 1883, to January 1st, 1884.

Description.	In House, January 1st, 1883.	Admitted during Year.	Of which were Discharged.		In House, January 1st, 1884.	Total Treated.
			Cured or Relieved.	Died.		
Medical,	20	408	380	28	23	428
Surgical,	37	521	502	19	27	558
Totals,	57	929	882	47	50	986

Of which, 929 Patients admitted, 530 were from the County.
392 " " City and Suburbs.
7 outside City or County.
929

Externs,	Medical,	2,966
	Surgical,	10,948
	Total,	13,914

Daily average of beds occupied, 71.

No. 25.

Tables extracted from the Report for 1883 of the Cork Fever Hospital.

Referred to in Evidence of Dr. Cotter, q. 3116.

Table I.—Official Statement of Patients Admitted, Discharged, &c. for the Year 1883.

—	Jan.	Feb.	Mar.	April.	May.	June.	July.	Aug.	Sept.	Oct.	Nov.	Dec.	Total.
In Hospital, December 31st, 1882,	–	–	–	–	–	–	–	–	–	–	–	–	14
Admitted in 1883,	30	15	24	29	24	38	39	34	47	70	47	19	432
Discharged Cured,	18	13	22	19	28	29	38	32	33	40	21	59	404
Died,	4	1	0	3	3	2	2	2	1	4	4	1	26

In Hospital, January 1st, 1883,	14	
Admitted this Year,	432	
		446
Discharged, Cured, or Relieved,	404	
Died,	24	
		428
Remaining in Hospital, December 31st, 1883,		18

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TABLE II.—CLASSIFICATION of DISEASES of those who were DISCHARGED CURED, and who DIED in 1883.

1883.	Males.	Females	No Treated	Discharged	Died.	Remaining in Hospital, Dec. 31st, 1883.
Typhus Fever,	131	114	245	219	14	12
Typhoid Fever,	12	7	19	16	4	–
Simple continued,	58	41	100	97	–	3
Rubeola,	7	1	8	7	–	1
Scarlet Fever,	6	13	19	19	–	–
Rheumatic Fever,	2	–	2	2	–	–
Erysipelas,	2	–	2	2	–	–
Rotheln,	1	–	1	1	–	–
Bronchitis,	1	3	4	3	1	–
Pneumonia,	13	7	23	16	3	1
Diphtheria,	–	3	3	3	–	–
Meningitis,	–	2	2	–	1	1
Tonsilitis,	3	2	5	5	–	–
Delirium Tremens,	1	–	1	1	–	–
Diarrhœa,	1	–	1	–	1	–
Total,	236	196	432	390	24	18

No. 26.

Referred to in Evidence of Professor ALEXANDER JACK, q. 3427.

1883–84.

Students on the Books, 298,

of these

Not qualified in standing to have passed the First University in Arts, Royal University,	28
Entitled to proceed to their Degrees without having passed the First University in Arts, Royal University,	190
Have passed the First University in Arts,	15
Engaged in a course of study not dependent on the First University in Arts of Royal University,	65

No. 27.

EXTRACT from Report of CORK OPHTHALMIC HOSPITAL for Year 1883.

Referred to in Evidence of A. W. SANDFORD, esq., M.D.

SURGICAL REPORT.

During the past twelve months, 1,647 patients were treated at the Extern Department of the Hospital; 154 cases being received into the wards. These numbers represent, on the lowest estimate, 12,000 individual attendances. Twenty-three thousand eight hundred and eight patients have been treated since the opening of the Hospital.

TABLES of Cases treated during the year.

I. EYE:—

1. Affections of the Eyelids (Tumours, Inflammations, Deformities, &c.),	227
2. Conjunctiva, Lachrymal Apparatus, and Nasal Duct,	164
3. Cornea (Inflammations, Ulcer, &c.),	286
4. Iris,	79
5. Crystalline Lens (Cataract, 49; Luxation, &c., 12),	61
6. Vitreous humour,	24
7. Retina, Choroid and Sclerotic,	85
8. Optic Nerve and Disk,	47
9. Foreign bodies in the Eye,	121

II. EAR AND THROAT:—

1. Affections of the Auricle and External Meatus,	150
2. „ Membrana Tympani,	137
3. Tympanum, Auditory Nerve, and Eustachian Tube,	109
4. Tonsils, Pharynx and Nose,	91
5. Larynx and Vocal Chords,	57
6. Goitre,	2

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No. 28

Referred to in Evidence of Dr. WEBSTER, q. 4098.

The following memoranda were handed in by Dean Webster, and received by the Commission. At a private meeting of the Commission, held previously to Dean Webster's examination, these memoranda were considered, and it was resolved that they should be received in evidence so far as they were conversant with the secular education given in Queen's College, Cork.

June 9th, 1884.

FROM G. WEBSTER, D.D., CHURCH OF IRELAND, DEAN OF RESIDENCES, TO QUEEN'S COLLEGE COMMISSION.

I hope that, by the advice of this Commission, the Government will order:—

1. That the Deans of Residences of all denominations shall be paid.

2. That the Deans of Residences shall have lecture-rooms in the Colleges.

3. That the Council shall be compelled to give two hours —sometime between eleven and two o'clock—twice a week for religious instruction.

4. That the Deans of Residences shall rank among the professors of the Colleges.

5. That a certificate for moral character be required by the heads of all Government departments from the Deans of Residences.

6. That the Government shall be advised to afford every facility for the founding of Denominational Halls under "The Colleges Act," and that the Board of Works be instructed to lend money for this purpose at two per cent.

GEORGE WEBSTER.

MEMORANDUM.

I have for many years been deeply concerned about making provision for the religious instruction of the students of the Queen's College, Cork, who are members of the Church of Ireland. In December, 1857, I was appointed by the Queen Dean of Residence. At the Visitation, held in 1858, I asked the Visitors to sanction the proposal that I should have a room in College, and a special hour for giving religious instruction. The Visitors, the late Archbishop of Dublin, and the late Baron Greene, thought the Council had full power to set apart the room and to fix an hour for religious instruction.

Immediately after the Visitation in 1858, the Council of the Queen's College met, and by the XIV. Sect. of 8 and 9 Victoria, chap. 66, appointed me as Catechist, and assigned for me a lecture-room. The Council very properly expressed its willingness to do the same for the other Deans. I have before me now a copy of the Memorial of the Council, dated April 15, 1858, to the Lord Lieutenant, seeking his sanction, as his sanction was by law required. His Excellency was advised to sanction my appointment, and to refuse to sanction *in globo* the appointment of the other Deans as Catechists.

The Council, I think, was fully justified in refusing to take any further steps in the matter, as it certainly would not have been for the interest of the College to give any special advantages to one Dean over the Deans belonging to other denominations.

After this the Government took the question up, and in the new Charter, 1863, removed all the previous difficulties by making the Deans of Residences *ex-officio* religious teachers. The words in the Charter are—"The College "Council shall have power to assign lecture-rooms within "the precincts of such College, wholly, or in part, for the "use of the Dean of Residences, for the purpose of affording religious instruction to the students of their respective "creeds, &c., &c."

At the Visitation, held in 1864, the Visitors seemed to think that this Charter, which declared "habitual neglect of attendance on the religious instruction, &c.," an offence which made a student liable to expulsion, also declared it to be obligatory upon the Deans to give the religious instruction, and upon the Council to assign the lecture-rooms. The President of the College, Sir Robert Kane, promised at this Visitation to provide a room for me.

At the next Visitation, 1867, the Council had changed its mind and resisted my application. The Visitors ruled that the words "the Council shall have power, &c.," were permissive, not obligatory. Every year after this I appealed to the Council to assign a lecture-room for religious instruction, and every year I was refused.

The Visitation in 1870 confirmed the ruling of the Visitors in 1867. Then I thought I had only one point in law upon which I might be able to do something. This was to report the Council to the Visitors at the Visitation in 1876, for not punishing the students who were guilty of habitual neglect of attendance on the religious instruction. From 1858 to 1876 I held classes for the students in different places, and give prizes to the best answerers. At the Visitation in 1876 the Visitors ruled that the students were not, *in law*, guilty of any offence in not attending these classes.

I feel the time has now come to do something for the students of the Queen's College. I should have sent out this circular in 1876, but I was then heavily in debt for my Industrial School, and I felt I had already too much on hands. My proposition now is to build, quite close to the Queen's College, a Residence House and Theological School for the students who are members of the Church of Ireland. This Residence House will contain fifty bedrooms, a large lecture-hall, a few class-rooms, reading-rooms, &c., a large dining-hall and kitchen, bath-rooms, drying closets, &c. The ground, when purchased, should be vested in the Representative Body. *The whole establishment should be worked according to a scheme to be drawn up by the General Synod.* This Theological College will not only give religious instruction to all the students who are members of the Church of Ireland, whether medical, engineering, arts, or law, but it may also be used as a Divinity School in which many students may be trained for the Ministry.

I propose to start at once a collection for £30,000. All I shall ask to be sent to me will be promises. The *payments* will be made to the Representative Body. I do not believe that £30,000 will do all that I think ought to be done, but it will make a good beginning of what in future years will be an inestimable blessing to the members of our Church. The Church will use the Queen's College for all *secular* training, and will pay for its own *religious* training. I know that the secular teaching of the Queen's College, Cork, is of the very highest order.

GEORGE WEBSTER, D.D.,
Dean of Residence.

2 South Terrace,
Cork, July 15th, 1878.

[TABLE

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No. 30.

TABLE handed in by Professor HARTOG, and referred to in his Evidence, q. 4249.

TABLE showing the PROPORTION of PASSES in the UNIVERSITY of LONDON to the Total Number of STUDENTS in UNIVERSITY COLLEGE, LONDON, and OWENS COLLEGE, MANCHESTER, respectively, (these being the most important Colleges in England standing in the same relation to the University of London as the Queen's Colleges to the University of Ireland).

Session, University College, London	No of Students	Academic Year of University.	NUMBER OF PASSES OBTAINED AT: Matriculation	1st B.A. or Intermediate in Arts.	1st B.Sc. or Intermediate in Science	1st LL.B or Intermediate in Laws	Preliminary Scientific M.B.	1st M.B or Intermediate in Medicine.	2nd B.A or Final in Arts.	2nd B.Sc. or Final in Science.	2nd LL.B. or Final in Laws.	2nd M.B or Final in Medicine	Total No. of Passes in Year.	Percentage of Passes to Number of Students.
1878-79, .	995	1879	21	15	0	4	27	7	0	4	5	13	106	10·6 %
1879-80. .	991	1880	18	11	5	–	34	14	18	8	3	13	125	12·6 %
1880-81, .	1,009	1881	14	16	6	3	21	11	10	6	5	11	125	12·3 %
1881-82, .	1,037	1882	25	12	10	4	17	17	19	6	–	13	126	11·5 %
1882-83, .	1,035	1883	25	27	14	4	21	17	23	9	1	11	152	14·7 %
For 5 Years, 1878-83,	5,067	For 5 Years, 1879-83,	–	–	–	–	–	–	–	–	–	–	630	12·4 %
Sessions of Owens College, Manchester														
1878-79, .	853	1879	30	22	3	–	14	10	12	2	–	–	93	10·9 %
1879-80. .	624	1880	26	0	11	–	12	6	18	4	–	4	90	14·4 %
1880-81, .	654	1881	41	7	7	3	12	9	15	1	–	2	99	15·1 %
For 3 Years, 1878-81,	1,031	For 3 Years, 1879-81,	–	–	–	–	–	–	–	–	–	–	–	14·3 %

* After this year the Victoria University came into active existence, so that the Returns of Owens College cease to be comparable with those of University College, London, and with the Queen's Colleges

No. 31.

STATEMENT or TABLE handed in by Mr. PATRICK BLACKALL during his examination, and referred to in his evidence, q. 4419.

Tabular comparison of the subjects for certain examinations of the Royal University and Queen's College, Cork.

LATIN.

For Matriculation R.U.I.

Virgil, Æneid, Books I. to IV.
Cæsar, De Bello Gallico, Books IV. and V.
Livy, Book XXI.
Cicero, De Senectute and Pro Lege Manilia.

Literary Scholarship, 1st Year, Queen's College, Cork.

Virgil, { Æneid, Books I. to VI. / Georgics.
Cæsar, De Bello Gallico, Books V. and VI.
Livy, Book XXII. or Book I.
Cicero, De Senectute and Pro Lege Manilia, or { In Q. Cæcilium Divinatio, / and In C. Verrem, actio prima.
Horace, First two Books of the Odes. The Satires and Epistles, Books I. and II.

Only books the same :—Virgil, Æneid, I. to IV. (Book 1 a *pass* book in R.U.I.,) Cæsar, De Bello Gallico, Book V. (a *pass* book in R.U.I.)

Most of the students coming here for literary scholarships are senior grade Intermediate men, and would take Cicero, In Q. Cæcilium, and the Verrine oration, which are not in the R.U.I. course at all.

GREEK.

Homer, Iliad, Books I. to III.
Xenophon, Anabasis, III. and IV.
Euripides, Medea and Phœnissæ.
Xenophon, Hellenics, Books I., II.

Homer, Odyssey, Books I. to VI.
Xenophon, Hellenics, I. and II.
Euripides, Troades (Senior Grade, Intermediate,) Medea, R.U.I.
Isokrates, Panegyricus, (Senior Grade Intermediate.)
Prose Composition (not in R.U.I. course.)

Only books the same—Xenophon, Hellenics, Books I., II., and *possibly* the Medea of Euripides. I should say that the courses in History, Roman and Grecian, are widely different at the two examinations.

ENGLISH.

The only points in which the two courses are similar are :—(1) Composition; (2) Grammar; (3) Geography. The R.U.I. course contains *four* works, (such as Goldsmith's "Traveller," Macaulay's "Essay on Warren Hastings," &c.,) none of which are included in the course for the College scholarship, while the latter includes "Abbot and Seeley's English Lessons for English People," not in the R.U.I. course.

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LATIN.

First University Examination, R.U.I.	*Literary Scholarship, 2nd Year in Arts.*
Horace, Epistles I. and II. } Pass.	Horace, All.
Art of Poetry. }	Livy, Book IV.
Livy, Book XXII.	Terence, Adelphi.
Terence, Andria.	Tacitus, Histories, Book I.
Livy, Book XXIII.	Virgil, Æneid and Eclogues.
Virgil, Æneid, XI. and XII. (optional with Terence).	Juvenal, Satires (Select).
Horace, Odes I. and II.	Cicero, Tusculan Disputations, I. and III.

Books the same :—Horace, Epistles I. and II., Odes I. and II. ; Æneid, Book XI. and XII. (possibly).

The R.U.I. man can concentrate on a few books, while the Q.C. Cork man has his attention taken up with a much larger number, many of them entirely different.

GREEK.

Æschylus, Prometheus Vinctus.	Æschylus, Prometheus Vinctus.
Sophocles, Œdipus Rex.	Sophocles, Ajax.
Demosthenes, Philippics and Olynthiacs.	Demosthenes, None.
Homer, Iliad, IX. to XII.	Homer, None.
Herodotus, Book VIII.	Herodotus, Book VII.
	Plato, Phædo.
	Thukydides, Book II.

Books the same :—Æschylus, Prometheus Vinctus, and *no other*.

ENGLISH.

Shakespeare, Macbeth (pass).	Shakespeare, Macbeth.
Johnson { Lives of Dryden and Pope (pass). Vanity of Human Wishes.	Johnson { Lives of Dryden and Pope. Life of Addison.
Gray, Elegy and Odes.	Morris—History of Outlines of English Accidence, chap. I. to IV.
Macaulay, Essay on Sir W. Temple.	
History of Literature, 17th Century.	History of Literature, 17th and 18th Centuries.

The books which are the same for the two examinations are *merely* pass books in the R.U.I.

A student in the R.U.I. can only take up Greek *or* French *or* German. In Q.C. Cork, the candidate for the Second Year Literary Scholarship *must take up Greek*, and, besides, either German *or* French.

The courses in German and French are slightly different at the two examinations.

Professor Malet pointed out the difference between honours at matriculation, R.U.I., and the course for scholarship in science, first year in arts, Q.C., Cork.

SENIOR SCHOLARSHIPS.

In the University, chemistry and experimental physics are grouped together for honours.	In the College the Senior Scholarship is awarded on chemistry alone.
In the University, mathematics and mathematical physics are grouped together for honours.	In the College the Senior Scholarship for Natural Philosophy is awarded for answering in mathematical and experimental physics—portions of two separate groups in the University.

Of course it is quite obvious that a man might, for example, be well up in chemistry and poor in experimental physics, and so miss honours at the University, while he would, even when judged by his university performances, be fully entitled to the senior in chemistry at college, and so with other cases. Also the course for the senior scholar in chemistry comprises not only organic chemistry, but also inorganic, whereas the course for honours in R.U.I. is wholly organic.

The courses I have compared are those for the autumn examination of 1883 and those for the College scholarship examination of October, 1883.

No. 32.

Handed in by Professor CHARLES.

The Physiological Laboratory is provided with a good collection of apparatus, wax models, and chemicals

The Apparatus are intended for class demonstrations as well as for original research on the circulation, respiration, innervation, &c. The collection in the department of *circulation* is the most extensive, and includes the cardiographs of Marey and Burdon Sanderson, the plethysmographs of Mosso and Francois Frank, and the sphygmographs of Marey, Fleming, and Dudgeon. There are also instruments for determining blood-pressure, such as Coats' cardiac manometer, Fick's manometer, Ludwig's kymograph ; instruments for estimating the velocity of the blood, as Volkmann's hæmodromometer. Ludwig's *stromuhr* ; and instruments for enumerating the corpuscles of the blood and ascertaining the amount of hæmaglobin in that liquid, namely, Malassez and Gower's hæmacytometers and Gower's hæmoglobinometer. In this department there are also Marey's and Burdon Sanderson's schemata to illustrate the changes in blood-pressure in the arteries, capillaries, and veins, and the nature of the pulse-wave ; as well as Krûsnecker's double gas sphygmoscope for demonstrating in man the interval in time between the beats of two arteries at different distances from the heart.

In the department of *respiration* are comprised Casella's spirometer, Marey's pneumograph, Burdon Sanderson's recording stethometer, Hamberger's model representing the action of the intercostal muscles, and a schema to illustrate pulmonary ventilation.

In the department of *innervation* is Helmholtz instrument for estimating the rate of the nervous impulse in the motor nerves of man.

There is a set of apparatus for experiments on *muscle* and *nerve* :—Du Bois Reymond's induction coil, Du Bois Reymond's and Marey's myographs, polarizable and non-polarizable electrodes, constant batteries, Thomson's differential galvanometer, &c., used to demonstrate the electric currents in muscle and nerve ; also Donder's apparatus to exhibit variations in the elasticity of the muscles of man's forearm.

Lastly, there are Hewskley's recording cylinder, and Page's chronograph for estimating short periods of time in physiological experiments ; and Helmholtz' phakoscope for showing the changes in the eye during accommodation.

The Wax Models illustrate the development of the heart, brain, face, limbs, organs of generation, &c. There is also a large *papier maché* model of the ear, &c.

Chemicals.—The most of the extractives and principles found in the body are here represented.

During the winter session there is a course of *Practical Histology and Physiology*. The nature of the work done in this class may be understood from the text books employed, viz. :—Foster's Practical Physiology, Charles' Physiological and Pathological Chemistry, Schäfer's Histology, &c.

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No. 33.

APPOINTMENTS and DISTINCTIONS obtained by STUDENTS of QUEEN'S COLLEGE, GALWAY, at COMPETITIVE EXAMINATIONS, &c.

Referred to by Dr. MOFFETT, in his Evidence, q. 4942.

(The College possesses no official means of tracing the Professional career of Students, but it is believed that the subjoined lists approximately represent the facts.)

Students whose names are marked thus * received part of their Education at Queen's College, Belfast, or Queen's College, Cork.

Those who have been Scholars of the College have "SCH." attached to their names.

PROFESSORS AND TEACHERS IN UNIVERSITIES, COLLEGES, AND SCHOOLS.	SESSIONS IN Q. C., GALWAY.
Joseph P. Pye, M.D., M.CH., D.SC., Professor of Anatomy and Physiology, Queen's College, Galway, SCH.	1866–7, 1867–8, 1868–9, 1869–70.
Nicholas W. Colahan, M.D., M.CH., Professor of Materia Medica, Queen's College, Galway; Medical Officer, Union Workhouse, and Town Fever Hospital, Galway, SCH.	1865–6, 1866–7, 1867–8, 1869–70, 1870–1.
John Isaac Lynham, M.D., M.CH., Professor of Practice of Medicine, Queen's College, Galway, SCH.	1871–2, 1872–3, 1873–4, 1874–5.
George Y. M'Mahon, M.A., Professor of Modern Languages, Royal College, Mauritius, SCH.	1849–50, 1850–1, 1857–8, 1858–9, 1859–60.
William E. Henry, M.A., late President, Wesleyan College, St. John's, N.B., SCH.	1853–4, 1854–5, 1855–6, 1866–7, 1867–8, 1869–70.
John E. Oram, M.E., Professor of Mathematical Science, King's College, Windsor, N. S., SCH.	1865–6, 1866–7, 1867–8, 1868–9.
Walter A. Watts, M.A., Professor of Training College, Toronto, SCH.	1852–3, 1853–4, 1854–5, 1855–6, 1856–7.
Edward Divers, M.D., late Professor of Materia Medica, Queen's College, Birmingham, now Professor of Chemistry in the College of Engineering, Tokio, Japan, SCH.	1855–6, 1866–7, 1867–8, 1868–9, 1869–80.
Patrick K. Joyce, B.A., Head Master, Royal School, Banaghor, SCH.	1869–70, 1870–1, 1871–2, 1872–3, 1873–4.
*John M'Kane, M.A., LL.D., Professor of English Law, Queen's College, Belfast; Barrington Lecturer, SCH.	1858–9.
George Thompson, B.A., Second Master, Doveton College, Calcutta.	1861–2, 1862–3, 1863–4.
Edward D. Mapother, M.D., Professor of Anatomy and Physiology, R.C.S., Ireland, &c.; Surgeon, St. Vincent's Hospital.	1856–7.
W. Thoraley Stoker, M.D., Professor of Practical and Descriptive Anatomy, R.C.S., Ireland, Surgeon, Richmond Hospital, and Swift's Hospital for Lunatics.	1861–2, 1862–3, 1863–4, 1864–5.
William Thomson, M.D., M.CH., Surgeon, Richmond Hospital, &c.; Mem. Surgical Court of Examiners, R.C.S., late Lecturer on Anatomy, Carmichael School, Dublin, SCH.	1860–1, 1861–2, 1862–3.
William Roe, M.D., Assistant-Surgeon, Coombe Lying-in Hospital, Dublin; Examiner in Midwifery, Q.U.I.	1861–2, 1862–3.
J. H. Loftie Stoney, M.D., Ophthalmic Surgeon, City of Dublin Hospital.	1859–60.
J. H. Lawson, M.D., Surgeon and Lecturer, St. Mary's Hospital, London.	1856–7, 1857–8.
Alfred G. Greenway, M.D., House Physician, General Hospital, Birmingham.	1869–70.
A. H. Corley, M.D., Lecturer in Surgery, Carmichael School, and Surgeon to Richmond Hospital, Dublin; Examiner in Surgery, Q.U.I.	1862–3.
William Daxon, M.D., Resident Physician, District Asylum, Ennis.	1861–2.
Richard Eaton, M.D., Resident Physician, Lunatic Asylum, Ballinasloe, SCH.	1849–50, 1850–1, 1851–2, 1862–3.
John Dick, M.D., Surgeon, Mount Ida District Hospital, Otago, New Zealand.	1865–6.
John Howse, Mathematical Master, Grammar School, Galway, SCH.	1849–50, 1850–1, 1851–2, 1862–3, 1858–9, 1859–60.
CIVIL SERVICE OF INDIA.	
Honourable Raymond West, M.A., LL.D., F.R.G.S., Judge of H.M. High Court of Bombay; Vice-Chancellor of the University of Bombay, SCH.	1852–3, 1863–4, 1854–5, 1855–6.
Robert L. Foreman, B.A., SCH., ...	1861–2, 1862–3, 1863–4, 1864–5, 1865–6, 1866–7.
John H. Harrison, M.A., SCH., ...	1867–8, 1868–9, 1869–70, 1870–1, 1871–2.
Gustavus Hare, M.A., SCH., ...	1861–2, 1862–3, 1863–4, 1864–5.
Patrick Hurley, M.A., SCH., ...	1859–60, 1860–1, 1861–2, 1862–3.
Michael M'Auliffe, M.A., SCH., ...	1857–8, 1858–9, 1859–60, 1860–1, 1861–2, 1862–3.

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Civil Service of India—*continued.*	Sessions in Q. C. Galway—*continued.*
Honourable Coleman P. MacAulay, M.A.; Financial Secretary to the Government; Member of the Legislative Council of Bengal, Sch.	1862–3, 1863–4, 1864–5, 1865–6, 1866–7, 1867–8, 1868–9.
Anthony P. M'Donnell, M.A.; Officiating Secretary to the Government of Bengal, Revenue and General Department, Sch.	1860–1, 1861–2, 1862–3, 1863–4, 1864–5.
Charles J. O'Donnell, M.A., Sch.,	1865–6, 1866–7, 1867–8, 1868–9, 1869–70.
James O'Kinealy, B.A., Judge of the High Court of Judicature, Fort William, Bengal, Sch.	1854–5, 1855–6, 1856–7, 1857–8, 1858–9, 1859–60, 1860–1.
*Edmond de la Garde Sharkey, M.A., Sch.,	1860–1, 1861– 1863–4, 1864–5, 1865–6.
Thomas N. Wilson, B.A., Sch.,	1857–8, 1858,9, 1859–60, 1860–1, 1861–2, 1862–3.
Civil Service of Ceylon.	
Patrick W. Connolly, M.A., Sch.,	1855–6, 1856–7, 1857–8, 1858–9, 1859–60, 1861–2, 1862–3, 1864–5.
Robert W. Ievers, M.A., Sch.,	1864–5, 1866–7, 1867–8, 1868–9, 1869–70, 1870–1.
Ætian A. King, M.A. (District Judge), Sch.,	1859–60, 1860–1, 1861–2, 1862–3, 1863–4, 1864–5.
John P. Lewis, M.A., Sch.,	1872–3, 1874–5, 1875–6, 1876–7.
Inspectors of National Schools, Ireland.	
Charles W. Dugan, M.A., Sch.,	1849–50, 1850–1, 1851–2, 1852–3, 1853–4.
Robert J. Mitchell, M.A., now Inspector, Registrar-General's Office, Sch.	1850–1, 1851–2, 1852–3, 1858–9, 1859–60.
John Moran, M.A., LL.D., Sch.,	1867–8, 1868–9, 1870–1, 1871–2, 1872–3, 1873–4, 1875–6.
Michael Mullally, M.A., Sch.,	1867–8, 1868–9, 1869–70, 1870–1, 1871–2, 1872–3, 1873–4.
Thomas O'Hara, M.A., Sch.,	1849–50, 1850–1, 1851–2, 1854–5, 1855–6, 1856–7, 1860–1.
George F. O'Neill, M.A., Sch.,	1855–6, 1856–7, 1857–8, 1858–9, 1859–60, 1871–2, 1873–4.
John E. Wood, M.A., Sch.,	1861–2, 1862–3, 1863–4, 1864–5.
Joseph C. M'Namara, B.A., Sch,	1871–2, 1872–3, 1873–4, 1876–7.
Army Medical Service.	
*Archibald Adams, M.D., M.CH., Surgeon, Madras Army,	1869–70, 1870–1.
Robert Blood, M.D., M.CH., Sch.,	1858–9, 1867–8, 1868–9.
John F. Brodie, M.D., M.CH., Surgeon-Major,	1859–60, 1860–1, 1861–2, 1862–3.
Martin J. Burke, M.D., Sch.,	1854–5, 1855–6, 1856–7, 1857–8, 1858–9.
William Carpenter, M.D.,	1859–60, 1860–1, 1861–2.
William H. Climo, M.D., Surgeon-Major, Sch.	1856–7, 1857–8, 1858–9, 1859–60.
Henry Comerford, M.D., M.CH., Surgeon-Major, Sch.,	1860–1, 1861–2, 1862–3, 1863–4.
John N. Davie, M.D., Surgeon-Major, Sch.,	1857–6, 1858–9, 1859–60, 1860–1, 1861–2.
Francis A. Davy, M.E., Surgeon-Major, Sch.,	1862–3, 1863–4, 1864–5, 1865–6.
J. P. de G. Delmege, M.D.,	1861–2.
Frederick F. Dickenson, M.D.,	1859–60, 1860–1, 1861–2, 1862–3.
Robert Drury, M.D., Sch.,	1866–7, 1867–8, 1868–9.
Alexander W. Duke, M.D., Surgeon-Major,	1864–5, 1865–6, 1866–7, 1867–8, 1868–9, 1869–70.
John Dallas Edge, M.D., Surgeon-Major,	1868–9, 1869–70.
George G. J. H. Evatt, M.D., Surgeon-Major,	1862–3.
Frederick Ferguson, M.D., Surgeon-Major,	1861–2.
*J. A. Fitzpatrick, M.D., M.CH., Sch.,	1851–2.
John Gay French, M.D., M.CH. (India), Surgeon-Major, Bengal,	1868–9, 1869–70.
P. Johnston Freyer, B.A., M.D., M.CH., (India), Sch.,	1869–70, 1870–1, 1871–2, 1872–3, 1873–4.
*Albert A. Gore, M.D., Surgeon Major,	1856–7, 1857–8, 1858–9.
Joseph A. Gormley, M.D., M.CH.,	1867–8, 1868–9, 1869–70, 1870–1.
Valesius Skipton Gouldsberry, M.D., Order of St. Michael and St. George, Surgeon-Major, Sch.	1854–5, 1855–6, 1856–7, 1857–8, 1858–9, 1859–60, 1860–1, 1861–2.
James J. Hanrahan, M.D., Sch.	1860–1, 1861–2, 1862–3.
William R. G. Hinds, D.M., Surgeon-Major,	1858–9, 1859–60, 1860–1, 1861–2, 1862–3.
Robert Hooper, M.D., Sch.,	1854–5, 1856–7, 1857–8, 1858–9, 1859–60.
Robert A. K. Holmes, M.D., Bengal,	1863–4, 1868–9, 1869–70.
John H. Hughes, M.D., Surgeon-Major,	1858–9, 1859–60, 1860–1.
Ulick A. Jennings, M.D., M.CH., Surgeon-Major,	1860–1, 1861–2, 1862–3, 1863–4, 1864–5.
*W. E. Johnson, M.D., (Bengal),	1864–5, 1868–9.
E. H. Joynt, M.D., M.CH., Surgeon-Major,	1867–8, 1868–9, 1869–70.
Christopher Joynt, M.D., Brigade-Surgeon, Bombay, Sch.	1851–2, 1852–3, 1853–4.
Edward L'Estrange, M.D.,	1851–2, 1852–3, 1853–4, 1854–5.
David J. McCarthy, M.D., M.CH., Surgeon-Major, Madras,	1861–2.
*James McCarthy, M.D., M.CH., Surgeon-Major,	1868–9, 1869–70.
*John M'Conaghey, M.D., M.CH. (Bengal),	1866–7.
James O. M. MacDonnell, M.D., M.CH., Surgeon-Major, Bengal, Sch.,	1865–6, 1866–7, 1867–8, 1868–9.
*Christopher J. M'Nally, M.D., M.CH. (Madras),	1869–70.
Charles A. Maunsell, M.D., Surgeon Major,	1861–2.
James Moorhead, M.A., M.D. (India), Sch.,	1868–9, 1869–70, 1870–1, 1871–2.
William E. B. Moynan, M.D., M.CH. (Bengal),	1870–1, 1871–2.

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Army Medical Service—*continued.*	Sessions in Q. C. Galway.
Thomas Ffrench Mullen, M.D., M.CH., Surgeon-Major, Bengal,	1860–1, 1861–2, 1862–3, 1863–4.
Peter P. F. O'Connor, M.D., M.CH. (Bengal),	1867–8, 1868–9, 1869–70, 1870–1.
Thomas O'Farrell, M.A., M.D., Surgeon-Major, Sch.	1857–8, 1858–9, 1859–60, 1860–1, 1861–2, 1862–3, 1863–4.
Dean P. Palmer, M.D.,	1863–4
Joseph Parker, M.D., M.CH. (India), Sch.,	1870–1, 1871–2, 1872–3, 1873–4.
John W. Purefoy, M.D., Surgeon-Major,	1863–4.
Daniel O'C. Ray, M.D., Surgeon-Major, Bengal,	1864–5.
*Robert Reid, M.D., M.CH., Surgeon-Major, Bengal,	1852–3, 1853–4, 1856–7.
James F. Brodie, M.D., M.CH.,	1871–2.
Peter J. M'Quaid, M.D., M.CH.,	1869–70, 1870–1, 1671–2.
William Thomas Martin, B.A., M.D., Surgeon-Major, Sch.,	1856–7, 1857–8, 1858–0, 1859–60, 1860–1, 1862–3
St. John Killery, M.R.C.S., Eng., Surgeon-Major, Sch.,	1853–4, 1854–5, 1855–6, 1856–7, 1857–8.
John Colahan, M.D., Surgeon Major, Sch.,	1851–2, 1852–3, 1853–4, 1854–5, 1855–6, 1856–7.
Thomas Ffrench Mullen, M.D., M.CH., Surgeon-Major, Bengal,	1862–3.
William H. Saunderson, M.D., M.CH., Sch.,	1860–1, 1861–2, 1862–3, 1863–4, 1864–5, 1865–6, 1867–8.
P. J. Shandon, M.D., M.CH.,	1859–60, 1860–1, 1861–2.
*William Sharpe, M.D., M.CH.,	1863–4.
John A. Shaw, M.D., Surgeon-Major,	1862–3.
Joseph C. Thurpe, M.D.,	1863–4.
J. B. Wilson, M.D., Sch.,	1869–70.
Robert J. D. Hackett, B.A., M.D., M.CH., M.A., Sch.,	1874–5, 1875–6, 1876–7, 1877–8.
Arthur Hickman, M.D., M.CH.,	1875–6, 1876–7, 1877–8.
James Hickman, M.A., L.R.C.P., Sch.,	1870–1, 1871–2, 1872–3, 1874–5, 1876–7, 1877–8.
William J. McNamara (India), M.D., M.A., Sch.,	1870–1, 1871–2, 1872–3, 1874–5, 1875–6.
Michael F. M'Namara, L.R.C.S.I.,	1871–2, 1872–3, 1874–5.
John J. Morriss (India), M.D., M.CH., Sch.,	1869–70, 1870–1, 1871–2, 1872–3.
Douglas Mullen, M.D., M.CH. (India),	1868–9, 1869–70, 1870–1, 1871–2.
Jarlath J. Mullen, M.D., M.CH.,	1869–70, 1870–1, 1871–2, 1872–3.
David V. O'Connell, M.D., M.CH., Sch.,	1877–8, 1878–9, 1879–80, 1880–1.
Patrick J. O'Sullivan, M.D., M.CH., Sch.,	1871–2, 1873–4, 1874–5.
Robert Shore, M.A., M.D., M.CH. (India), Sch.,	1872–3, 1873–4, 1874–5, 1875–6, 1876–7, 1877–8, 1878–9, 1879–80.

Navy Medical Service.	
Thomas D. Broulew, M.D., Staff-Surgeon,	1862–3.
William W. H. Colahan, M.D., M.CH., Sch.,	1864–5, 1865–6, 1866–7, 1867–8, 1868–9, 1869–70.
John K. Conway, M.D., Staff-Surgeon,	1861–2.
Alfred O. Delmege, M.D., Staff-Surgeon,	1864–5, 1865–6.
Anthony Gorham, M.D., Staff-Surgeon, Sch.,	1861–2, 1862–3, 1863–4, 1864–5, 1865–6.
Francis B. Hurley, B.A., M.D., Sch.,	1850–1, 1851–2, 1852–3, 1853–4, 1854–5, 1855–6, 1856–7, 1857–8, 1858–9.
Arthur J. Ireland, M.D., Sch.,	1851–2, 1852–3, 1853–4.
Charles A. MacAuley, M.D., M.CH.,	1865–6, 1868–9, 1869–70, 1870–1, 1671–2.
Charles M'Conaghey,	1864–5.
Brian P. S. M'Dermott, B.A., M.D., M.CH., Staff-Surgeon, Sch.,	1858–9, 1859–60, 1860–1, 1861–2, 1862–3, 1863–4.
Eugene de Merie,	1884–5, 1865–6.
St. Lanrence Mullen, M.D., M.CH., Staff-Surgeon,	1862–3, 1863–4, 1864–5, 1865–6.
Charles F. K. Murray, M.D.,	1867–8.
Thomas A. O'Flaherty, M.D., Staff-Surgeon, Sch.,	1854–5, 1855–6, 1856–7, 1857–8.
Thomas O'Sullivan, M.D., M.CH.,	1863–4, 1864–5, 1865–6, 1866–7, 1867–8, 1868–9.
*Robert Potter, M.D., Sch.,	1857–8, 1859–60, 1880–1, 1881–2.
Charles A. Rathborne, M.D., M.CH.,	1865–6, 1866–7.
Matthew Reed, M.D., M.CH.,	1864–5, 1865–6, 1866–7, 1867–8, 1868–9, 1869–70.
James E. Saunderson, M.D., M.CH., Sch.,	1857–8, 1858–9, 1859–60 1860–1. 1881–2, 1862–3, 1884–5.
William F. Spencer, M.D., M.CH.,	1871–2.
Michael J. Burke, B.A., M.D.,	1859–60, 1860–1.
Joseph R. McDonnell, M.D.,	1874–5, 1875–6, 1876–7, 1877–8.
William McMahon, M.D.,	1856–7, 1857–8, 1858–9, 1861–2.
John R. Burke, M.D., Staff-Surgeon, Sch.,	1856–7, 1857–8, 1858–9, 1859–60, 1860–1.

Engineering Department, India.	
William P. Lynam, B.E., Sch.,	1883–4, 1864–5, 1665–6.
*Hugh O. M'Kinney, B.E., Sch.,	1866–7.
W. H. Nightingale, M.E., Sch.,	1865–6, 1866–7, 1867–8.
Charles W. Odling, M.E., Sch.,	1862–3, 1863–4, 1864–5.
William Scott,	1861–2, 1862–3.
Richard D. Falkiner, M.E.,	1858–9, 1859–60, 1880–1.

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Engineering Department, India—*continued.*	Sessions in Q. C. Galway.
John M'Kelvey,	1859–60, 1860–1, 1861–2, 1862–3, 1863–4.
Brian Coen,	1861–2, 1862–3, 1863–4, 1867–8.
John Burke,	1860–1, 1861–2, 1862–3, 1863–4, 1864–5.
William E. D'Arcy (Forest Department), Sch.,	1866–7, 1867–8, 1868–9, 1869–70, 1870–1.
Michael S. Dooley, B.A., M.B., Sch.,	1861–2, 1862–3, 1863–4, 1864–5.
William Hughes, M.A., B.E., Sch.,	1863–4, 1864–5, 1865–6, 1866–7, 1867–8.
Charles Alexander,	1858–9.
Richard J. Woods, M.E.,	1871–2, 1872–3, 1873–4.
Patrick Lynam, M.E., Ceylon, Sch.,	1869–70, 1870–1, 1871–2.
Michael Burke, Telegraph Service,	1858–9.
John T. Flynn, Telegraph Department, Sch.,	1860–1, 1861–2, 1864–5.

Other Engineering Appointments.

William King, B.A., D.Sc, Deputy Superintendent Geological Survey, India, Sch.	1849–50, 1850–1, 1851–2, 1852–3, 1855–6, 1856–7, 1869–70.
Humphrey Evatt, B.A., Surveyor-General. Sierra Leone, Sch.,	1855–6, 1856–7, 1857–8, 1858–9, 1859–60.
*James H. Martin, B.E., Surveyorship, Demerara,	1867–8.
Patrick Lynam, C.E., County Surveyorship in Mayo, by Public Competition, 1883, Sch.	1869–70, 1870–1, 1871–2.
Edward Lynam, Inspectorship under the Board of Works, Land Improvement, 1883, Sch.	1875, 1876–7, 1877–8.
Richard N. Somerville, B.A., B.E., Engineer, Harbour Works and Borough of Galway, Sch.	1864–5, 1865–6, 1867–8, 1868–9, 1869–70, 1870–1, 1871–2, 1872–3, 1875–6.
John M. Fisher, B.E., Engineer, Listowel Railway, Sch.,	1872–3, 1873–4, 1874–5.
Daniel E. Condon, B.E., Engineer, Railway Works, St. Louis, Sch.	1874–5, 1875–6.
W. P. Flatley, B.E., Killala Drainage, Sch.,	1877–8, 1878–9, 1879–80.
J. S. Long, Student, Cooper's Hill Institute. Entrance by competition.	1879–80, 1880–1.
William J. Thompson, B.E., Engineer, Water Works, Belmullet, Sch.	1879–80, 1880–1, 1881–2.
John S. Molony, B.E., Engineer, Railway Works, England, Sch.,	1874–5.
Alexander A. Barker, B.E., Engineer, Sch.,	1874–5, 1875–6, 1876–7.

Studentships, &c., Inns of Court, London.

Robert F. M'Swinney, M.A., LL.B., Sch.,	1863–4, 1864–5, 1865–6, 1866–7, 1868–9, 1869–70.
John Monroe, M.A., LL.D., Q.C., Barrington Lecturer, Sch.,	1854–5, 1855–6, 1856–7, 1857–8, 1858–9, 1859–60, 1860–1, 1861–2.
*James Mulligan, M.A. (Exhibition). Sch.,	1868–9, 1869–70, 1870–1, 1871–2.

Miscellaneous Appointments, &c.

Patrick J. Hughes, B.A., Consular Service, China,	1849–50, 1851–2, 1852–3, 1853–4.
Bernard G. Norton, B.A., late Judge, British Guiana, Sch.,	1849–50, 1858–9.
Thomas Skilling, Director Model Farm, Australia, Sch.,	1849–50, 1850–1.
William Mulholland, B.A., Barrister-at-Law, Barrington Lecturer, Sch.	1860–1, 1861–2, 1862–3, 1863–4, 1864–5, 1885–6.
Andrew Reed, B.A., LL.D., late Deputy Assistant to Inspector-General of Constabulary; Special Resident Magistrate, Sch.	1856–7, 1857–8, 1858–9, 1859–60.
*Henry Thynne, M.A., LL.D., Sub-Inspector of Constabulary; now Resident Magistrate, Sch.	1854–5, 1855–6, 1856–7, 1857–8, 1858–9, 1859–00, 1060–1.
Richard D. Crotty, Sub-Inspector of Constabulary, by competition, now County Inspector, Sch.	1858–9, 1859–60, 1860–1.
William J. Millar, B.A., Inspector of Constabulary, by competition, Sch.	1878–9, 1879–80, 1880–1, 1881–2.
John H. Richardson, B.A., late Librarian, by Competitive Examination, Queen's College, Galway, Sch.	1849–50, 1850–1, 1851–2, 1852–3, 1655–6.
William Thomas Martin, B.A., M.D., Private Secretary to the Governor of Madras.	
Dominick M'Dermott, M.A., War Office, London, Sch.,	1849–50, 1850–1, 1851–2, 1852–3, 1853–4, 1854–5.
Thomas P. O'Connor, M.A., M.P. for the Borough of Galway, Sch.	1863–4, 1864–5, 1865–0, 1866–7.
Michael Ward, M.D., late M.P. for the Borough of Galway,	1861–2, 1862–3, 1863–4, 1864–5, 1865–6.
Francis H. O'Donnell, M.A., M.P. for Dungarvan, Sch.,	1862–3, 1863–4, 1864–5, 1865–6, 1866–7, 1867–8, 1868–9.
John O'Leary, M.D., late M.P. for Drogheda, Sch.,	1849–50, 1850–1, 1851–2, 1852–3.

Sundry Distinctions.

Michael J. Ferrelly, M.A., Member of Senate of the Royal University of Ireland, Sch.	1872–3, 1873–4, 1874–5, 1875–6, 1876–7, 1878–9, 1879–80, 1860–1, 1881–2.
John Atkinson, M.A., LL.D., Q.C., Barrister-at-Law, Sch.,	1858–9, 1859–60, 1860–61, 1861–2, 1862–3, 1863–4, 1864–5.
Peter O'Kinealy, M.A., LL.D., Barrister-at-Law (India), Sch.,	1871–2, 1872–3, 1873–4, 1874–5, 1875–6.
Edward W. Stoney, B.E., Public Works, India,	1860–1, 1861–2, 1862–3.

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No. 34.

Referred to in Evidence of Dr. J. P. Pye, p. 186, q. 5234, and qq. 5275–81.

Report of the Clinical Lecturers.

Sir,—On several occasions we have deemed it our duty to bring under the notice of Government the disadvantages under which the Professors of the Medical School of this College labour in endeavouring to give practical clinical instruction to students.

We beg to submit again a statement of these disadvantages; the recent election of medical officer to the Galway workhouse hospital having shown that the apprehensions we expressed in former communications have been justified by events.

Clinical instruction is given in the Galway County Infirmary, Workhouse, and Fever Hospitals. At one time the medical officers of these hospitals were Professors, respectively, of Surgery, Anatomy, and Medicine in the College. The only Professor now holding an hospital appointment is Dr. Browne, Surgeon to the County Infirmary.

Under a temporary arrangement, entered into for this Session only, the medical officers of the workhouse and fever hospitals give clinical instruction.

Over their appointment, or over their method of teaching, the College has no control.

If the efficiency of the clinical teaching is to be maintained, we respectfully submit that steps should be taken to bring into connexion with the College an hospital in which the Professors would have opportunities of pointing out at the bedside the nature the course of the diseases on which they deliver lectures to their several departments in the College.

Such an hospital may be secured at very little expense by utilizing the present county infirmary. It contains ample accommodation for medical and surgical cases, and an additional ward for midwifery would render it complete.

We think it right to say that the Board of Governors allow ample facilities for clinical teaching; and that Professor Browne, the Surgeon to the hospital, has shown a desire to promote, in every way, the interests of the College, two of the other medical Professors being associated with him in conducting the clinical practice. Unfortunately, the funds of the hospital do not allow more than one-third of the existing accommodation to be utilized.

We would respectfully suggest, for the consideration of Government, that on the death, resignation, or retirement of the present surgeon, no county surgeon should be appointed, but that the medical Professors of the College should be *ex-officio* surgeons and physicians, and bound to attend the county infirmary as part of their professorial duties.

One result of this change would be to set free the salary now paid to the county surgeon. Certain other changes, which we are prepared to point out, would still further reduce the establishment charges, leaving a corresponding sum available for the maintenance of the sick.

But to keep open the full number of beds now in the hospital, and the additional ones we propose to establish as an obstetric department, a further sum would, in our opinion, be required.

A portion of this, we anticipate, might be obtained by extending the system of pay wards for patients; the remainder, we respectfully suggest, might be charged on the Consolidated Fund, on the same principle that local rates are aided, under the Poor Law system, by half the expenses of working the Medical Charities Act being borne by that fund. We may add that some of the clinical hospitals of Dublin receive annual Governmental subsidies.

In support of our suggestion—that the county infirmary should receive a share of the support which the hospitals under the Local Government Board receive from the Consolidated Fund—we would add that the infirmary might then be placed under the control of that Board, so that the accounts should be audited by its auditor, and the hospital itself regularly inspected by the Local Government Board Inspector.

To the hospital thus re-organized the Boards of Guardians throughout the county might have the power of admitting such cases as, in the opinion of their surgeons, ought to be sent there. That there are such cases may be seen from this fact, that at the present moment a petition to the President of the English Local Government Board is being numerously signed by the medical officers of the Poor Law Service in that country, urging the establishment of special hospitals, distinct from the ordinary workhouse infirmaries, to which selected cases should be sent for special medical and surgical treatment.

While we thus suggest that the infirmary should be utilized to relieve the local workhouse hospital, strong reasons exist for the maintenance of the present county grant. For there is a large class of persons in Ireland who are too poor to pay for medical advice, and yet whose self-respect is so great that they prefer to suffer rather than endure the disgrace of pauperism. The feeling of social degradation which prevents them from entering the workhouse hospital does not extend to the county infirmary.

We believe, then, that an enlarged and re-organized county hospital would prove a benefit to the public as well as to the College. We are prepared to furnish a financial statement, showing in detail the actual income and expenditure of the county infirmary, and an estimate of the additional grant which would, in our opinion, be required.

J. V. Browne, A.B., M.B., T.C.D., Dublin, M.D. Queen's University, Professor of Surgery, Clinical Lecturer, Surgeon to the County Galway Infirmary.

J. P. Pye, M.D., M.CH., Professor of Anatomy and Physiology, Clinical Lecturer, County Galway Infirmary.

R. J. Kinkead, A.B., M.D., Dublin, Professor of Obstetric Medicine, Clinical Lecturer, County Galway Infirmary

March, 1878.

To the President,
Queen's College, Galway.

No. 35.

COUNTY GALWAY INFIRMARY.

Return for the use of the Queen's Colleges (Ireland) Commission.

Referred to in Evidence of Professor Pye, q. 6022.

Total number of Patients in the County Galway Infirmary on this day, 13th June, 1884, . . .	20
The above comprises—6 Surgical cases; 14 Medical cases.	
Total number of Operations performed from October, 1883, to May, 1884, ...	30
Comprising—Major 5; minor, 25.	
Number of Accidents admitted from October, 1883, to 1st May, 1884, ...	24
Number of Eye cases in same period, ...	14

Memorandum added.

From 6th January, 1883, to 7th July, 1883 (6 months), the total number of Patients treated were, .	130
From 7th July, 1883, to 7th January, 1884, the total number of Patients treated were, . .	121
Total Intern in 12 months, ...	*251

* Exclusive of 434 Extern Patients.

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No. 36.

Referred to in Evidence of Professor PYE, q. 5189.

ANATOMY AND PHYSIOLOGY.—RETURN of STUDENTS attending CLASSES in QUEEN'S COLLEGE, GALWAY, from 1876-7 to 1883-4.

—	1876-7.	1877-8.	1878-9.	1879-80.	1880-1.	1881-2.	1882-3.	1883-4.
Anatomy, . . .	96*	100*	93	86	108	109	51	22
Physiology, . .			38	45	48	57	50	30

* Up to Session 1878-9 the number returned is that of separate Students attending both classes, the entry being so made out the College books. A large proportion of the Students of one class are generally in attendance on the other.

Extracted from Roll Books,

J. P. PYE, M.D.,
Professor of Anatomy and Physiology.

No. 37.

TABULAR view of the ACCOMMODATION of and CASES TREATED in the Galway Town Hospital, together with a Classified Return of the Cases of Diseases actually treated in the Female Ward on June 14, 1884.

(Handed in by DR. COLAHAN.)

—	No. of Beds in Hospital.	June 14, 1884. No. of Cases in Hospital.
Surgical cases (including accidents), . . .	130	22
Medical cases, ...		52
Fever cases, ...	44	8
Eye cases, ...	—	6
Midwifery cases, ...	8	4
Totals, ...	182	92

NOTE.—The Midwifery Ward is open to Queen's College students and is taken advantage of by them.

Number of Accidents treated during Session, 1883-84, ...	31
Number of Eye cases during the Session, ...	20
Daily average in hospital during the Session, ...	94

MIDWIFERY WARD.

Number of Cases during Session 1881-82, ...	19
Do. do. 1882-83, ...	25
Do. do. 1883-84, ...	15

LIST of CASES in Dr. COLAHAN'S (Female) LONG WARD, &c.

1	Ulcer of Cornea.	12	Paralysis (consequent on Apoplexy).
2	Necrosis of Tibia. (Convalescent after Operation.)	13	Diarrhœa.
		14	Epilepsy.
3	Not diagnosed.	15	Erysipelas of Scalp (Exfoliation of Calvaria).
4	Scrofula of Neck.	16	Pneumonia.
5	Spinal Curvature. (Treated by Sayer's Jacket.)	17	Paralysis of Upper Extremity.
6	Hip Disease.	18	Not diagnosed.
7	Intracapsular Fracture of Neck of Femur.	19	Œdema of Lung.
8	Erysipelas of Arm. (Convalescent.)	20	Fracture of Ribs (2).
9	Amputation of Leg. (Convalescent.)	21	Fibrous Tumour of Shoulder. (For Operation).
10	Spinal Curvature.	22	Ulcers of Leg.
11	Old Age and Debility.	23	Phthisis.

TOTAL PATIENTS, . . 23 | BEDS, . . . 30

This List includes all the Patients at present in the Female (Long) Ward, and may be taken as type of the class of cases in the Hospital Wards during the Session.

N. W. COLAHAN, *Medical Officer.*

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No. 38.

Descriptive Statement of Obstetric Museum.

Handed in by Professor Kinkead.

Attached to the obstetric department is what is known as the Montgomery Museum.

This consists of the collection of specimens and casts illustrating the anatomy, development, and pathological condition of the ovum fœtus and female generative organs, the various stages of pregnancy and parturition, and abnormal conceptions; purchased from the celebrated Dr. Montgomery, of Dublin, and which, if not the best, is certainly one of the most valuable collections in the United Kingdom.

To the original collection so purchased, additions have been made from time to time.

Immediately after my appointment to the chair of obstetrics I went through the entire collection, and classified and arranged it, and I have added to it not only some valuable specimens, but an entirely new branch, viz., a collection of the instruments used in operations both in midwifery and gynecology. I have also obtained the best plates procurable, illustrating the various stages of the development of the ovum, the stages of pregnancy, the mechanism of delivery, and the various forms of abnormal parturition, with others illustrating the principal operations in gynecological practice—such as Chiara's spontaneous evolution, Costri's series, Witkowskie's moveable atlas, Schultze's series, Braune's frozen sections, Krassowsky's ovariotomy, &c.

I also obtained the best known phantom for demonstrating obstetrical operations, that of a well-known Paris practitioner, at a cost of £26 5*s*.

The museum is arranged in the following order:—Specimens of the normal generative organs at various ages, from the infant to the adult female. Models and casts of the same. Similar specimens of generative organs in the lower animals. These are divided into sub-sections, according to the different organs, thus:—

1. External genitals, vagina, uterus, and ovaries.
2. Abnormal developments, both human and animal.
3. Pathological conditions.

Thus, for teaching purposes, we have, for example, grouped together (*a*)—Examples of normal uterus; (*b*) abnormal development; (*c*) pathological changes; and similarly for the other portions of the generative system.

4. Specimens after conception, both animal and human, beginning with the ripened follicle in the ovum, and proceeding through every stage to the full development of the fœtus at term. Under this head we have changes in the ovary, development of the ovum, development of the fœtus, development of the uterus, and formation and growth of the placenta and membranes.

5. Parturition—Models of normal and abnormal labours in various stages. Specimens of the uterus after delivery, both normal and abnormal, and diseases of placenta and membranes.

6. Specimens and casts of abnormal conditions of the fœtus—monsters, anencephaloid, hydrocephalic intra uterine amputations, cyclops, &c.

7. Specimens and casts of the normal type of female pelvis, and all the abnormal varieties.

In my department of the library not only the standard text books—English, American, French, and German—are procured, but each year the best works in these languages on midwifery and diseases of women and children are obtained, and we subscribe to the principal obstetrical journals, and, at considerable expense, have procured all the back numbers.

In my lectures the various specimens, instruments, and plates bearing on the subject are brought into the class-room; the students are familiarized with the instruments, and shown, by means of the specimens, better the natural condition of or morbid changes in the organs.

On the phantom the various operations are not only demonstrated, but the students are made to perform them themselves. No model, however perfect, can, of course, equal nature, but I maintain that the student who has familiarized himself with the use of the forceps, for example, on a model like mine, which admits of every degree of pelvic narrowing, has an immense advantage when called on to operate in practice, for the first time, over the man who has only seen the operation performed in cases of labour, and I have to point out that, as far as I am aware, no student at any hospital is allowed to use instruments in difficult labours.

R. J. Kinkead, A.B., M.D., University of Dublin; Professor of Obstetrics, Queen's College, Galway; Late Examiner in Obstetrics, Q.U.I.; Fellow Irish Academy of Medicine; Surgeon to Her Majesty's Prison, Galway, &c.

No. 39.

Table showing Number of Pass and Honour Men in 1st, 2nd, and 3rd Year's Classes, from 1878 to 1884.

Mathematics.

Referred to in Evidence of Professor Allman, p. 211, q. 6084.

—	1878–79.		1879–80.		1880–81.		1881–82.		1882–83.		1883–84.	
	Pass.	Honour.	Pass.	Honour.	Pass.	Honour.	Pass.	Honour.	Pass.	Honour.	Pass.	Honour.
First Year, .	26	15	27	10	33	18	22	5	21	18	20	9
Second Year, .	6	7	8	8	2	13	3	9	–	9	–	3
Third Year, .	–	2	–	2	–	1	–	2	–	3	–	–

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No. 40.

Table showing Science Scholarship Marks for Years 1880—1884.
Referred to in Evidence of Dr. ALLMAN, qq. 6097–6102.

FIRST YEAR'S SCHOLARSHIPS.

——	1883–4.	1882–3.	1881–2.	1880–1
Maximum,	82·5	72	84·5	70·8
Minimum,	31·25	52·5	66	65·6
Average,	53·8	59·5	76·8	67·76

SECOND YEAR'S SCHOLARSHIPS.

——	1883–4.	1882–3.	1881–2.	1880 1.
Maximum,	59·66	85·75	87	50·6
Minimum,	48·66	25·5	65	35·25
Average,	55·33	54·55	75	42·48

No. 41.

* TABLES handed in by Dr. TOWNSEND.

Number of STUDENTS who passed the EXAMINATIONS of the ROYAL UNIVERSITY in 1882.

FACULTIES.	No. of Students who Passed.	——
ARTS.		
First University Examination,	–	
Second „ „	16	Two Exhibitions of £20 each awarded at this Examination, but not paid by Royal University.
B.A. Degree „	9	
M.A. Degree „	5	Honours, Second University, 8; B.A. Degree, 2; M.A. Degree, 1
Total,	30	
LAW.		
Degree of LL.B.,	1	
Degree of LL.D.,	–	
Total,	1	
ENGINEERING.		
First Professional Examination,	–	
Second „ „	3	
Degree of B.E. „	4	One Exhibition awarded value £2, including Honours.
Degree of M.E. „	–	
Total,	7	
MEDICINE.		
First University Examination,	27	
Second „ „	27	
Degree of M.B. „	–	
Degree of M.D. „	15	
Degree of M.Ch. „	18	
Diploma in Obstetrics „	4	
	91	
Deduct 15, included in M.Ch., &c.,	15	
Total,	76	

SUMMARY OF THE ABOVE.

Arts,	30	
Law,	1	
Engineering,	7	Total Honours obtained by Students, 12
Medicine,	76	Total Exhibitions, 3
Total,	114 Passed.	

NOTE.—The Students who obtained the Exhibitions of £20 each at Second University Examination in Arts received no portion of this money, being Scholars at the time in this College.

* These Tables are Returns furnished by Queen's College, Galway, from the College Records, in answer to Queries Nos. I. and II. of the Query Paper sent to the Royal University.—Appendix III. A., No. 8.—N. D. M.

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Number of STUDENTS who passed the EXAMINATIONS of the ROYAL UNIVERSITY in 1883.

FACULTIES.	No. of Students who Passed.	—
ARTS.		
First University Examination,	9	
Second „ „	11	One Exhibition £40, and three Honours.
B.A. Degree „	0	Six Honours.
M.A. Degree „	2	
Total,	31	
LAW.		
Degree of LL.B.,	–	
Degree of LL.D.,	1	
Total,	1	
ENGINEERING.		
First Professional Examination,	–	
Second „ „	2	One Exhibition £20, and two Honours.
Degree of B.E. „	3	One Exhibition £50, and Honours.
Degree of M.E. „	–	
Total,	5	
MEDICINE.		
First University Examination,	11	
Second „ „	13	
Degree of M.B. „	–	
Degree of M.D. „	19	One Exhibition £50, and one Honour.
Total,	43	

SUMMARY OF THE ABOVE.

Arts,	31		
Law,	1		
Engineering,	5	Total Honours obtained by Students,	13
Medicine,	43	Total Exhibitions,	4
Total,	*80 Passed.		

NOTE.—The Student who obtained the Exhibition of £40 at Second University Examination in Arts elected to hold this and resigned his Scholarship in the College.

* This number includes 8 Students entered on the University Lists for "Belfast and Galway."

No. 42.

Referred to in Evidence of Dr. E. TOWNSEND, D.SC., qq. 6240–42.

A RETURN showing the Total Number of Students in each Faculty, during the Five Years previous to 1883–84, distinguishing those in each year, who passed at the end of each year the Sessional or Supplementary Examinations.

—	Arts.		Law.		Medicine.		Engineering.	
	Total Number of Students.	Number who passed the Sessional Examination.	Total Number of Students.	Number who passed the Sessional Examination.	Total Number of Students.	Number who passed the Sessional Examination.	Total Number of Students.	Number who passed the Sessional Examination.
Year 1882–83,	51	40*	8	5	70	15	10	8
„ 1881–82,	57	40†	8	6	122	24	11	8
„ 1880–81,	71	50‡	8	8	120	20	12	10
„ 1879–80,	57	48§	11	10	101	16	12	10
„ 1878–79,	59	48‖	7	6	98	16	8	6

* Exclusive of 6 Senior Scholars exempted from the Examination and included in Table I.
† Exclusive of 7 do. do. do.
‡ Exclusive of 7 do. do. do.
§ Exclusive of 6 do. do. do.
‖ Exclusive of 6 do. do. do.

NOTE.—Students in Medicine are not required to pass the Sessional Examinations; the compulsory rule in this respect applies only to Scholars and Exhibitioners.

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No. 43.

QUEEN'S COLLEGE, GALWAY.

Table showing Maximum, Minimum, and Average Marks for Literary Scholarships, for Years 1880 to 1884.

Referred to in Evidence of Dr. TOWNSEND, q. 6358.

1883–4.

——	Maximum.	Minimum.	Average.
First Year Scholarships, . . .	54	42	47·56
Second Year Scholarships, . .	61·71	40·28	59·67

1882–3

——	Maximum.	Minimum.	Average.
First Year Scholarships, . . .	76·8	47·4	59·8
Second Year Scholarships, . .	84·66	44	52·41

1881–2.

——	Maximum.	Minimum.	Average.
First Year Scholarships, . . .	82·4	47·5	58·48
Second Year Scholarships, . .	76·86	58·93	65·60

1880–1.

——	Maximum.	Minimum.	Average.
First Year Scholarships, . . .	81	50·4	66·44
Second Year Scholarships, . .	66·86	48·5	55·20

No. 44.

Handed in by Professor LARMOR, q. 6722.

QUEEN'S COLLEGE, GALWAY—NATURAL PHILOSOPHY DEPARTMENT.

REPORT TO THE QUEEN'S COLLEGES COMMISSION, 1884.

Under present arrangements, the work of this department consists of the following courses :—

1. A general course of lectures on Experimental Physics, of a preliminary character, for first year students. This course is attended by first year arts and engineering students, together with a portion of the first year medical students. The medical part of the class is chiefly composed of scholars and exhibitioners of the College, who are required to attend some non-professional classes.

2. An advanced course of Experimental Physics, attended by second year arts students. This is an honour course, and includes all topics connected with heat and sound that are within the range of the mathematical knowledge of the students.

3. An honour course of Mathematical Physics, which corresponds to the second university examination for honours in the Royal University. It is not, however, confined to these limits, but frequently extends beyond them, when it is thought such an extension would be profitable to the students.

4. An honour course of Experimental Physics for third year students, the subjects being electricity and magnetism and light. These students re-attend class 2, as part of this course. The course includes the use of physical instruments, and the making and working out of exact physical measurements by the students. This latter is included as part of the requirements for the senior scholarship, but as it is not at present exacted in the honour examinations of the Royal University, it is only in some years that there are students who are willing to devote to it the large amount of time necessary for a *complete* course.

5. An honour course of Mathematical Physics for third year students, which corresponds to the honour degree examinations of the Royal University. [This class does not exist in the *present* session.]

6. A course, theoretical and experimental, of Applied Natural Philosophy, for engineering students reading for their degrees.

The other courses are also attended by engineering students.

The subjects of these courses overlap, and students are frequently recommended to attend parts of courses different from the ones they have taken up, when by doing so they can fill up deficiencies in their knowledge.

(Signed,)

JOSEPH LARMOR,

Professor of Natural Philosophy.

14th June, 1884.

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No. 45.

QUEEN'S COLLEGE, GALWAY.

RETURN, giving the STANDING of the MEDICAL STUDENTS attending in the present Session 1883–4, the Lectures attended by each, and the Examinations passed; being the academic history of the Students appearing in Queen's College, Galway, Returns, App. A., No. 4, II (5). See qq. 5064–5071.

NOTE.—Students with an asterisk, thus * in the margin, attended also Hospital and Clinical Lectures, and obtained the necessary Certificates.

STUDENTS IN MEDICINE OF THE FIRST YEAR.

Name.	Where Matriculated.		Progress in Medical Studies.
John C. Bowes,	Royal University,	1883,	Attended lectures in French, Natural Philosophy, Chemistry, Natural History Anatomy and Dissections, and obtained Certificates, except in French.
Richard Allan,	Ditto,	1881,	Attended lectures in Chemistry, Natural History, Physiology, Anatomy and Dissections, and obtained Certificates.
Joseph Stewart,	Ditto,	1883,	Attended lectures in French, Natural Philosophy, Chemistry, Natural History, Anatomy and Dissections, and obtained Certificates. Awarded a Scholarship in the Literary Division, value £25, and passed Sessional Examinations.
*Edward M'Cormick,	Ditto,	1883,	Attended lectures in French, Natural Philosophy, Chemistry, Natural History, Anatomy and Dissections, and obtained Certificates. Awarded a Scholarship in the Literary Division, value £25. He has yet to pass the Sessional Examinations in Natural History and Anatomy; he passed the others.
William J. Taylor,	Ditto,	1883,	Attended lectures in Mathematics, Natural Philosophy, Chemistry, Natural History, Anatomy and Dissections, and obtained Certificates. Awarded an Exhibition, value £20, in the Literary Division, and passed Sessional Examinations.
Robert M'Causland,	Ditto,	1883,	Attended lectures in French, Natural Philosophy, Chemistry, Natural History, Anatomy and Dissections, and obtained Certificates.
William M'Callin,	Ditto,	1882,	Attended lectures in Chemistry, Natural History, Anatomy and Dissections, and obtained Certificates.
Gerard J. Pierse,	Queen's University,	1880,	Attended lectures in French, Natural Philosophy, Chemistry, Natural History, Anatomy and Dissections, and obtained Certificates. Awarded two Prizes at Sessional Examinations, and passed in same.
John M'Elwee,	Ditto,	1881,	A Scholar in Arts, Third Year. Attended also Classes in Physiology, Anatomy and Dissections. Passed Sessional Examinations in Arts, and previous University Examinations in same Faculty. Obtained Certificates in Physiology, Anatomy and Dissections.
*Thomas S. Hogg, B.A.	Ditto,	1880.	A Graduate in Arts, and Senior Scholar, Fourth Year. Passed First University Examination in Medicine in the "Royal," October, 1883. Attended lectures in Chemistry, Anatomy and Dissections, Materia Medica, and obtained Certificates.
Henry Smith, B.A.	Ditto,	1883,	A Graduate in Arts, and Senior Scholar, Fourth Year. Attended lectures and obtained Certificates in Chemistry and Natural History.
John Quigley,	Queen's College, Galway,	1883,	Attended lectures in Chemistry, Physiology, Anatomy and Dissections, and obtained Certificates.
*William F. Elliott,	Non-Matriculated,		Passed Entrance Examination at College of Surgeons. Attended lectures, and obtained Certificates in Chemistry, Anatomy and Dissections.
David Coleman,	Ditto,		Attended lectures, and obtained Certificates in Chemistry, Physiology, Anatomy and Dissections.

STUDENTS IN MEDICINE OF THE SECOND YEAR.

*Eaton W. Waters,	Royal University,	1882,	A Scholar in Medicine, Second Year. Attended lectures in Materia Medica, Practical Chemistry, Physiology, Anatomy and Dissections, and obtained Certificates. Passed Sessional Examinations with one Prize. Passed First University Examination in Arts, and First University Examination in Medicine, in the "Royal," October, 1883.
*James Hamilton,	Queen's University,	1881,	A Scholar in Medicine, Second Year. Attended lectures in Materia Medica, Practical Chemistry, Physiology, Anatomy and Dissections, and obtained Certificates. Passed Sessional Examinations, and obtained one Prize.
*John W. Fogarty,	Ditto,	1881,	Attended lectures, and obtained Certificates in Chemistry, Physiology, Anatomy and Dissections, and Materia Medica. Passed First University Examination in Medicine in the "Royal," October, 1883.
*Patrick Gleeson,	Ditto,	1875,	Attended lectures, and obtained Certificates in Physiology, Anatomy and Dissections, Practical Chemistry, and Materia Medica.
*William Noble,	Queen's College, Galway,	1882,	Attended lectures, and obtained Certificates in Materia Medica, Physiology, Anatomy and Dissections, Practical Chemistry, and Surgery. Passed Sessional Examinations, and obtained one Prize.
*James S. Reynolds,	Ditto,	1882,	Attended lectures, and obtained Certificates in Materia Medica, Physiology, Anatomy and Dissections.
*John Nolan,	Ditto,	1882,	Attended lectures, and obtained Certificates in Practical Chemistry, Physiology, Anatomy and Dissections, Materia Medica.
*Charles Doherty,	Ditto,	1882,	Attended lectures, and obtained Certificates in Practical Chemistry and Materia Medica, and Anatomy and Dissections.
*Patrick Callaghan,	Ditto,	1882,	Attended lectures, and obtained Certificates in Practical Chemistry, Physiology, Materia Medica, Anatomy and Dissections.
*Andrew Smith,	Ditto,	1883,	Attended lectures, and obtained Certificates in Materia Medica, Physiology, Anatomy and Dissections.

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RETURN, giving the STANDING of the MEDICAL STUDENTS attending in the present Session 1883-4, the Lectures attended by each, and the Examinations passed—*continued.*

STUDENTS IN MEDICINE OF THE THIRD YEAR.

Name.	Where Matriculated.		Progress in Medical Studies.
John J. Curran,	Queen's University,	1881,	Attended lectures, and obtained Certificates in Medicine, Surgery, Physiology, Anatomy and Dissections. Passed First University Examination in Medicine in the "Royal," October, 1883.
*John F. Eagleton,	Ditto,	1881,	Scholar in Medicine, 3rd year. Passed Sessional Examinations. Attended lectures, and obtained Certificates in Medicine, Surgery, Physiology, and Midwifery. Passed First University Examination in Medicine in the "Royal," in October, 1882. Passed Second University Examination in Medicine in the "Royal," October, 1883.
Garner Gahan, B.A.,	Ditto,	1878,	A Graduate in Arts of the Queen's University. Awarded Special Prize in Chemistry. Attended lectures and obtained Certificates in Midwifery, Medicine, Surgery, Physiology. Passed First University Examination in Medicine in Queen's University, October, 1881.
*John E. Harkin,	Ditto,	1881,	Attended lectures, and obtained Certificates in Medicine, Surgery, Physiology, Anatomy and Dissections. Passed First University Examination in Medicine in the "Royal," October, 1883.
*Andrew M'Grath,	Ditto,	1881,	Attended lectures, and obtained Certificates in Medicine, Physiology, Anatomy and Dissections. Passed First University Examination in Medicine in the "Royal," October, 1883.
*John M. Macnamara,	Ditto,	1878,	A Graduate in Arts of the Queen's University. Attended lectures, and obtained Certificates in Medicine, Surgery, Physiology, Anatomy and Dissections. Passed Sessional Examinations, and was awarded one Prize. Passed First University Examination in Medicine in "Royal," June, 1883.
Robert Blanchfield,	Ditto,	1881,	Attended lectures, and obtained Certificates in Medicine, Surgery, Midwifery, and Physiology. Passed First University Examination in Medicine in "Royal," October, 1882
*Joseph Macnamara,	Ditto,	1881,	Attended lectures, and obtained Certificates in Medicine, Midwifery, Physiology, Anatomy and Dissections. Passed First University Examination in Medicine in the "Royal," October, 1882.
*John P. Corcoran,	Ditto,	1881,	Attended lectures, and obtained Certificates in Medicine, Surgery, Midwifery, and Physiology.

STUDENTS IN MEDICINE OF THE FOURTH YEAR.

*Robert J. Macnamara,	Queen's University,	1878,	A Scholar in Medicine, Fourth Year. Attended lectures, and obtained Certificates in Surgery and Medical Jurisprudence Passed Sessional Examinations Passed First University Examination in 1881, and the Second University Examination in the "Royal," October, 1882.
*George A. Waters,	Ditto,	1880,	A Scholar in Medicine, Fourth Year. Attended lectures, and obtained Certificates in Surgery and Medical Jurisprudence Passed Sessional Examinations. Passed the First University Examination in 1881, and the Second University Examination in the "Royal" in October, 1882.
John Nixon,	Ditto,	1873,	Attended lectures, and obtained Certificates in Practical Chemistry and Dissections. Passed First University Examination in 1877.
Thomas Walsh,	Ditto,	1863,	Attended lectures, and obtained Certificates in Medicine, Midwifery, and Dissections. Passed First University Examination in Arts in 1865.
*James B. Coleman,	Ditto,	1880,	Attended lectures, and obtained Certificates in Medical Jurisprudence, Midwifery, and Dissections Passed the College Sessional Examinations, and obtained a Prize. Passed the First University Examination in 1881.
Martin Semple,	Ditto,	1880,	Attended lectures, and obtained Certificates in Midwifery and Dissections. Passed First University Examination in 1881.
*Samuel Hunter,	Ditto,	1880,	Attended lectures, and obtained Certificates in Medicine, Midwifery, Medical Jurisprudence, Anatomy and Dissections. Passed First University Examination in 1881.
Michael T. Collins,	Ditto,	1877,	Attended Dissections only, and obtained Certificate. Passed the First University Examination in 1878.

NOTE.—Students in the Faculty of Medicine are not required to pass the Sessional Examinations. The compulsory rule in this respect applies only to Scholars and Exhibitioners.

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No. 46.

STATEMENT and TEN TABLES handed in by DR. WALSH.

TABULAR ANALYSIS of AWARDS of QUEEN'S COLLEGE SCHOLARSHIPS, comparing results thereof with the results of the corresponding EXAMINATIONS of the same classes of Students in the ROYAL UNIVERSITY.

Handed in by the Very Rev. WM. J. WALSH, D.D., at his Examination in Dublin, 21st June, 1884 and referred to in his Evidence, q. 7014.

In the following ten Tables are set forth the Awards of the Scholarships in the three Queen's Colleges, in every case in which a corresponding Examination for the same Students, in competition with the Students of other Colleges, was held by the Royal University.

The Tables, then, begin with the award of the First Year's Scholarships (1882-83) made in October, 1882.

In October, 1882, the only Examinations of the Royal University open to Students other than Students (past or present) of the Queen's Colleges were two :—

(1.) The Matriculation Examination, which was open to all Students; and

(2.) The "First University" Examination which was open (*a*) to Students who had at any time matriculated in any of the Queen's Colleges, and (*b*) to Students who had matriculated in the Royal University at its first Matriculation Examination in the previous December, 1881.

In the following October, 1883, the Examinations of the Royal University open to Students other than Students (past or present) of the Queen's Colleges were three :—

(1.) The Matriculation Examination, which was open to all Students;

(2.) The "First University" Examination which was open (*a*) to Students who had at any time matriculated in any of the Queen's Colleges, and (*b*) to Students who had matriculated in the Royal University at either of its Matriculation Examinations, in 1881 or 1882;

(3.) The "Second University" Examination which was open (*a*) to Students who had at any time matriculated in any of the Queen's Colleges, and had passed a Queen's College Sessional Examination, and (*b*) to Students who had matriculated in the Royal University, and who had passed its "First University" Examination in the preceding year, 1882.

Thus, then, there have been, up to the present, *five* Examinations of the Royal University, open to other than Queen's College Students.

At each of these Examinations, Honours and Examinations have been awarded by the Royal University.

Also, on each of these five occasions, an award of Scholarships (on a Special College Examination) was made by each of the Queen's Colleges—two sets of Scholarships, one set in Literature, and one in Science, being awarded on each occasion.

Thus *ten* sets of Queen's College Scholarships have been awarded on the occasions in question, that is to say :—

I.	The First Year's Scholarships in Literature,	in October, 1882.
II.	„ Second Year's „ „	
III.	„ First Year's Scholarships in Literature,	in October, 1883.
IV.	„ Second Year's „ „	
V.	„ Third Year's „ „	
VI.	„ First Year's Scholarships in Science,	in October, 1882.
VII.	„ Second Year's „ „	
VIII.	„ First Year's Scholarships in Science,	in October, 1883.
IX.	„ Second Year's „ „	
X.	„ Third Year's „ „	

Each of these ten sets of Scholarships, then, is dealt with in one of the following Tables.

In addition to the special Notes of Explanation prefixed to each Table, the following Tables generally, may be found useful :—

NOTE 1.—The only Queen's College Scholarships here considered are those Year (that is to say, the "Entrance" Scholarships) in the Faculty of Mod courses of examination for which are precisely the same as for the Scholarshi

NOTE 2.—The insertion of the name of a Queen's College Scholar in par marks to the Scholarship in question, he did not actually hold it, having alec to which also his marks had entitled him.

NOTE 3.—In all statements of the numbers of Students to whom Honour University, or of the places in order of merit of individual Students on t University, Male Students only are taken into account.

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Table I.—First Year's Scholarships (1882-83).

In LITERATURE.

(Awarded, October, 1882).

Note 1.—The First Year's Queen's College Scholarships are awarded *at the beginning of the First Year* of the Undergraduate Course. The corresponding Examination of the Royal University is its Matriculation Examination.

Note 2.—All Students who had matriculated in any of the Queen's Colleges in 1881 were by Act of Parliament University Education, Ireland, Act, 1879, sec. 11) admitted to the Royal University as Matriculated Students, without passing the Matriculation Examination of the University.

Note 3.—Of the six subjects in the Programme of the Royal University Matriculation Examination, the number to be presented by each Student is five,—French, or one other of a number of specified languages, being allowed only as an alternative for Greek.

Note 4.—The numbers of Students to whom *Honours* were awarded by the Royal University at its Matriculation Examination in 1882, were as follows:—Latin, 24; Greek, 9; French, 18; English, 21; Mathematics, 15; Experimental Physics, 10.

Note 5.—The numbers of *Exhibitions* awarded by the Royal University at this Examination were:—First Class (£24) Exhibitions, 4; Second Class (£12) Exhibitions, 23. Total number of Royal University Exhibitions awarded, 27.

Belfast.

	Names of Queen's College Scholars.	Matriculated in Royal University.	Place on Royal University List of Honours in					Place on List of Royal University Exhibitions.	—
			Latin.	Greek.	French.	English.	Mathematics.	Experimental Physics.	
Arts,	Robert M'Neill, . .	1882	8	7	0	0	5	0	8	
,,	William S. Johnson, .	1883	2	5	0	2	0	0	3	N.B.—Not matriculated in Royal Univ. until the next year, 1883. Matriculated in Q. College, 1881.
,,	William MacMillan, . .	0								
,,	Samuel M'C. Killen, .	1882	7	0	0	0	0	0	0	
,,	Thomas W. M'Mullan, .	1882	0	0	0	17	0	0	18	
Med.,	David C. Smiley, .	1882	0	8	0	5	0	0	22	

Cork.

Arts,	Robert J. Duffin, . . .	1882	0	0	0	0	0	0	0	See also Table VI.
,,	Edward P. Williams, .	1882	0	0	0	0	0	0	0	See also Table VI.
,,	(3 *Scholarships Vacant*).									
Med.,	W. M'Swiney, . . .	0								Matriculated in Q. College, 1881.

Galway.

Arts,	William A. Clarke, . .	1882	17	0	0	0	0	0	0	
,,	Thomas M'Nulty, . .	0								Matriculated in Q. College, 1881.
,,	Alexander M'Afee, . .	1882	0	0	0	0	0	0	0	
,,	Michael J. Jordan, . .	1881	0	0	0	0	0	0	0	
,,	Andrew C. Gregg, . .	1883	0	0	0	0	0	0	0	N.B.—Not matriculated in Royal Univ. until the next year, 1883.
,,	(Arthur J. Benson), . .	1882	0	0	0	0	0	0	0	See also Table VI.

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TABLE II.—SECOND YEAR'S SCHOLARSHIPS (1882–83).

In LITERATURE.

(Awarded, October, 1882).

NOTE 1.—The Second Year's Queen's College Scholarships are awarded *at the beginning of the Second Year* of the Undergraduate Course. The corresponding Examination of the Royal University (held at the same period) is that known as the "First University Examination."

NOTE 2.—The "First University Examination" of the Royal University is obligatory only on Students who have entered the University by passing the Matriculation Examination of the University itself. By a resolution of the Senate of the Royal University, the Students who have entered the University by having previously matriculated in one of the Queen's Colleges are allowed to substitute for the "First University Examination" a Sessional Examination in a Queen's College.

BELFAST.

Names of Queen's College Scholars.	1st University Examination in Roy. Univ.							—
Robert J. F. Donald, . . .	0							
Malcolm E. M. Lennox, . .	0							
William R. Clarke, . . .	0							
William Johnston, . . .	0							
John W. Moore, . . .	0							

CORK.

Samuel Walker, ...	0							
Edward D. Lynch, . . .	0							
John H. Corcoran, . . .	0							

GALWAY.

Isaac R. Evans, ...	0							
John M'Elwee, ...	0							
Daniel J. M'Coy, . . .	0							
William C. Gannon, . . .	0							
Robert H. Davison, . . .	0							

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Table III.—First Year's Scholarships (1883-84).

In LITERATURE.

(Awarded, October, 1883).

Note 1.—The First Year's Queen's College Scholarships are awarded *at the beginning of the First Year* of the Undergraduate Course. The corresponding Examination of the Royal University is its Matriculation Examination.

Note 2.—Of the six subjects in the Programme of the Royal University Matriculation Examination, the number to be presented by each Student is 5,—French, or one other of a number of specified languages, being allowed only as an alternative for Greek.

Note 3.—The numbers of Students to whom *Honours* were awarded by the Royal University at its Matriculation Examination in 1883, were as follows:—Latin, 20; Greek, 28; French, 26; English, 17; Mathematics, 19; Experimental Physics, 3.

Note 4.—The numbers of *Exhibitions* awarded by the Royal University on this Examination were:—First Class (£24) Exhibitions, 10; Second Class (£12) Exhibitions, 20. Total number of Royal University Exhibitions awarded, 30.

Belfast.

	Names of Queen's College Scholars.	Matriculated in Royal University.	Place on Royal University List of Honours in						Place on List of Royal University Exhibitions.	—
			Latin.	Greek.	French.	English.	Mathematics.	Experimental Physics.		
Arts,	David M. Steen, . .	1883	0	15	0	0	0	0	0	
,,	Adam J. P. M'Donnell, .	1883	0	7	0	0	0	0	17	
,,	W. H. Rowan, . .									Matriculated only in Queen's Col.
,,	George H. Wheeler, . ,	1883	9	8	0	0	0	0	5	
,,	Wm. Henderson, . .	1883	3	8	0	0	0	0	0	
Med.,	(*Vacant*).									

Cork.

Arts,	James Jackson, . .	1883	0	0	0	0	0	0	0	
,,	(*4 Scholarships vacant*).									
Med.,	Robert J. Duffin, . .	1882	0	0	0	0	0	0	0	Matric. Roy. Univ. 1882.—See Tables I. & VI. 1st Univ. Exam. Roy. Univ., 1883: mere pass.

Galway.

Arts,	Charles W. Dugan, . .	1883	0	0	18	0	0	0	0	
,,	William M'E. Meeke, .	1883	0	0	0	0	0	0	0	
,,	Jos. J. Loftus, . .	1883	0	0	0	0	0	0	0	
,,	Nich. J. M. Hession, .	1883	0	0	0	0	0	0	0	
,,	Andrew G. Davidson, ,	1883	0	0	0	0	0	0	0	
Med.,	Jos. Stewart, . . .	1883	0	0	0	0	0	0	0	
,,	Ed. M'Cormick, . .	1883	0	0	0	0	0	0	0	

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TABLE IV.—SECOND YEAR'S SCHOLARSHIPS (1883–84).

IN LITERATURE.

(Awarded, October, 1883.)

NOTE 1.—The Second Year's Queen's College Scholarships are awarded *at the beginning of the Second Year* of the Undergraduate course. The corresponding examination of the Royal University (held at the same period) is that known as the "First University Examination."

NOTE 2.—The "First University Examination" of the Royal University is obligatory only on students who have entered the University by passing the Matriculation Examination of the University itself. By a resolution of the Senate of the Royal University, the students who have entered the University by having previously matriculated in one of the Queen's Colleges, are allowed to substitute for this "First University Examination" a Sessional Examination in a Queen's College.

NOTE 3.—In 1883, for the first time, an examination at which students could *pass* this stage of the University course, was held at various centres throughout Ireland. The Special Oral Examination for Honours was held subsequently, and only in Dublin. On the result of the earlier examination certain students were declared by the Examiners "qualified to compete for Honours." In the following Table this is indicated by the word "qualified."

NOTE 4.—Of the six subjects in the programme of the Royal University for the "First University Examination," the number to be presented by each student is five—French, or one other of a number of specified languages, being allowed only as an alternative for Greek.

NOTE 5.—The numbers of students to whom *Honours* were awarded by the Royal University at this examination in 1883 were as follows:—Latin, 11; Greek, 9; French, 19; English, 27; Mathematics, 14; Experimental Physics, 7.

NOTE 6.—The numbers of *Exhibitions* awarded by the Royal University at this examination were:—First Class (£30) Exhibitions, 6; Second Class (£15) Exhibitions, 11. Total number of Royal University Exhibitions awarded, 17.

BELFAST.

Names of Queen's College Scholars.	1st University Examination in Royal University.	Place on Royal University List of Honours in						Place on List of Royal University Exhibitions.	—
		Latin.	Greek.	French.	English.	Mathematics.	Experimental Physics.		
William S. Johnson, . . .	0								Not *matriculated* in Roy. Univ. until 1883. See Table I.
William MacMillen, . . .	0								Exempted from this Examination, having matriculated in a Queen's College in 1881.
Robert M'Neill, ...	1883	8	4	–	0	4	0	5	"Qualified" in English.
Alexander H. Dill, . . .	0								Exempted from this Examination, having matriculated in a Queen's College in 1881.
Robert M. Fraser, . . .	1883	0	0	–	0	0	0	0	

CORK.

Jeremiah Riordan,* . . .	1883	0	0	–	0	9	0	0	See also Table IX.
George S. Obre, ...	0								Exempted from this Examination, having matriculated in a Queen's College in 1881. Passed 2nd Univ. Exam. in 1883. *Mere* Pass.
Edward P. Williams, . . .	1883	0	0	–	0	0	0	0	

GALWAY.

William J. Clarke, . . .	1883	0	0	0	0	0	0		
Arthur J. Benson, . . .	1883	0	0	0	0	0	0		
Michael J. Jordan, . . .	1883	0	0	0	0	0	0		
Andrew C. Gregg, . . .	0								Not *matriculated* in Roy. Univ. until 1883. *Mere* Pass. See Table I.
Alexander M'Afee, . . .	1883	0	0	0	0	0	0		

* It is to be observed that this student, who was also declared "qualified to compete for Honours" in both Latin and Greek, had been during the previous year a student, not of Queen's College, Cork, but of St. Stanislaus' College, Tullabeg. See Royal University Calendar, 1884, pages 227 and 228.

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Table V.—Third Year's Scholarships (1883–84).

In LITERATURE.

(Awarded, October, 1883.)

Note 1.—The Third Year's Queen's College Scholarships are awarded *at the beginning of the Third Year* of the Undergraduate course. The corresponding examination of the Royal University (held at the same period) is that known as the "Second University Examination."

Note 2.—Of the eleven subjects in the programme of the Royal University for the "Second University Examination:" four or five (according to the subjects selected) is the number to be presented by a student—the option being between three groups: "Latin, Greek, English, Logic, and one other subject;" "Latin, Greek, English, Mathematics, and one other subject;" and "Mathematics, Mathematical Physics, and two other subjects."

Note 3.—The numbers of students to whom *Honours* were awarded by the Royal University in the chief subjects at the "Second University Examination" in 1883 were as follows:—Latin, 8; Greek, 11; English, 10; French, 5; Logic, 5; Mathematics, 9; Mathematical Physics, 5; Experimental Physics, 8.

Note 4.—The numbers of *Exhibitions* awarded by the Royal University at this examination were:—First Class (£40) Exhibitions, 5; Second Class (£20) Exhibitions, 5. Total number of Royal University Exhibitions awarded, 10.

Belfast.

Names of Queen's College Scholars.	2nd University Examination in Roy. Univ.	Place on Royal University List of Honours in										Place on List of Royal University Exhibitions.	—
		Latin.	Greek.	English.	French.	Logic.	Mathematics.	Mathematical Physics.	Experimental Physics.	Chemistry.	Biology.	Geology.	
Robt. J. F. Donald,	1883	8	5	0	0	0	0	0	0	0	0	0	7	
M. E. M. Lennox,	1883	8	8	8	5	0	0	0	0	0	0	0	4	
William R. Clarke,	1883	0	0	0	0	0	0	0	0	0	0	0	0	
William Johnston,	1883	0	0	0	0	0	0	0	0	0	0	0	0	
John W. Moore, .	1883	0	0	0	0	0	0	0	0	0	0	0	0	

Cork.

Samuel Walker, .	1883	0	0	0	0	0	0	0	0	0	0	0	0	
Edward D. Lynch,	1883	0	7	0	0	0	0	0	0	0	0	0	0	
John H. Corcoran,	1883	0	0	0	0	0	0	0	0	0	0	0	0	

Galway.

Isaac R. Evans, .	1883	2	8	6	0	4	0	0	0	0	0	0	3	
John M'Elwee, .	1883	0	0	0	0	0	0	0	0	0	0	0	0	
Daniel J. M'Coy, .	0													Matric. in Queen's C. in 1881.
Wm. C. Gannon, .	0													Matric. in Queen's C. in 1880.
Robt. H. Davison,	1883	0	0	0	0	0	0	0	0	0	0	0	0	

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TABLE VI.—FIRST YEAR'S SCHOLARSHIPS (1882–83).

IN SCIENCE.

(Awarded, October, 1882.)

NOTE 1.—The First Year's Queen's College Scholarships are awarded *at the beginning of the First Year* of the Undergraduate course. The corresponding examination of the Royal University is its Matriculation Examination.

NOTE 2.—All students who had matriculated in any of the Queen's Colleges in 1881, were by Act of Parliament (University Education, Ireland, Act, 1879, sect 11), admitted to the Royal University as Matriculated Students without passing the Matriculation Examination of the University.

NOTE 3.—Of the six subjects in the Programme of the Royal University Matriculation Examination, the number to be presented by each student is five—French, or one other of a number of specified languages, being allowed only as an alternative for Greek.

NOTE 4.—The numbers of students to whom *Honours* were awarded by the Royal University at its Matriculation Examination in 1882, were as follows:—Latin, 24; Greek, 0; French, 16; English, 21; Mathematics, 15; Experimental Physics, 10.

NOTE 5.—The numbers of *Exhibitions* awarded by the Royal University at this examination were:—First Class (£24) Exhibitions, 4; Second Class (£12) Exhibitions, 23. Total number of Royal University Exhibitions awarded, 27.

BELFAST.

	Names of Queen's College Scholars.	Matriculated in Royal University.	Place on Royal University List of Honours in Latin.	Greek.	French.	English.	Mathematics.	Experimental Physics.	Place on List of Royal University Exhibitions	—
Arts,	William M'F. Orr, . .	1882	0	0	0	0	1	0	27	
,,	Edward S. Cromie, . .	1882	0	0	8	13	0	4	17	
,,	Albert Campbell, . .	0								Matriculated only in Q. College.
,,	James Priestley, . .	1882	0	0	0	0	3	0	0	
Eng.	James Heron, . . .	1881	0	0	0	0	0	0	0	
Arts,	John S. B. Larmor, . .	1882	0	0	0	0	0	0	0	
Med.	Edmund M. Woods, . .	1882	0	0	0	0	8	0	0	
Eng.	Alexander M. Burden, .	1882	0	0	0	0	0	6	0	

CORK.

Arts,	John D. Lockhart, . .	1882	0	0	0	19	9	0	0	
,,	(Robert J. Dullin), . .	1882	0	0	0	0	0	0	0	See also Table I.
,,	John B. Smith, . .	1883	0	0	0	0	18	0	0	N.B.—Not matriculated in Roy. Univ. until the next year, 1883.
,,	George W. Jenney, . .	1882	0	0	0	0	0	0	0	
,,	James J. Tracey, . .	1883	0	0	0	0	0	0	0	N.B.—Not matriculated in Roy. Univ. until the next year, 1883.
,,	(Ed. P. Williams), . .	1882	0	0	0	0	0	0	0	See also Table I.
,,	Patrick Walsh, . .	1883	0	0	0	0	0	0	0	N.B.—Not matriculated in Roy. Univ. until the next year, 1883
Eng.	William H. Peard, . .	0								Matric. in Queen's College, 1881
Med.	John R. T. Conner, . .	0								Matric. in Queen's College, 1878.

GALWAY.

Arts,	John Martin, . . .	1882	0	0	0	0	14	0	0	
,,	John Humphreys, . .	1881	0	0	0	0	0	0	0	
	Samuel Hopkins, . .	1882	0	0	0	0	0	0	0	
,,	Thomas C. H. Oldham, .	1882	0	0	0	0	0	0	0	
,,	Arthur J. Benson, . .	1882	0	0	0	0	0	0	0	See also Table I.
Med.	William Noble, . .	0								Matric. only in Q. College.
,,	James S. Reynolds, . .	0								Matric. only in Q. College.
Eng.	Alfred Allman, . .	1882	0	0	0	0	0	0	0	
,,	Raoul Joyce, . . .	0								Matric. only in Q. College.

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TABLE VII.—SECOND YEAR'S SCHOLARSHIPS (1882–83).

In SCIENCE.

(Awarded, October, 1882.)

NOTE 1.—The Second Year's Queen's College Scholarships are awarded *at the beginning of the Second Year* of the Undergraduate Course. The corresponding examination of the Royal University (held at the same period) is that known as the "First University Examination."

NOTE 2.—The "First University Examination" of the Royal University is obligatory only on students who have entered the University by passing the Matriculation Examination of the University itself. By a Resolution of the Senate of the Royal University, the students who have entered the University by having previously matriculated in one of the Queen's Colleges, are allowed to substitute for the "First University Examination," a Sessional Examination in a Queen's College.

BELFAST.

Names of Queen's College Scholars.									—
James C. Rea, ...	0								
Frank D. Holmes, . . .	0								
James B. Armstrong, . . .	0								
William C. Steele, . . .	0								
Thomas W. Atkinson, . .	0								

CORK.

William O'Donnell, . . .	0								
Henry C. Hughes, . . .	0								
Fred. J. Crawford, . . .	0								
Corn. Mulcahy, ...	0								

GALWAY.

George Gillespie, ...	0								
Thomas Finucane, . . .	0								
Henry Carroll, ...	0								
Robert M'Elney, ...	0								
Arthur Frame, . . .	0								

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TABLE VIII.—FIRST YEAR'S SCHOLARSHIPS (1883-84).

In SCIENCE.

(Awarded, October, 1883.)

NOTE 1.—The First Year's Queen's College Scholarships are awarded *at the beginning of the First Year* of the Undergraduate Course. The corresponding examination of the Royal University is its Matriculation Examination.

NOTE 2.—Of the six subjects in the Programme of the Royal University Matriculation Examination, the number to be presented by each student is five—French, or one other of a number of specified languages, being allowed only as an alternative for Greek.

NOTE 3.—The number of students to whom *Honours* were awarded by the Royal University at its Matriculation Examination in 1883, were as follows:—Latin, 20; Greek, 28; French, 26; English, 17; Mathematics, 19; Experimental Physics, 3.

NOTE 4.—The numbers of *Exhibitions* awarded by the Royal University at this Examination were:—First Class (£24) Exhibitions, 10; Second Class (£12) Exhibitions, 20. Total number of Royal University Exhibitions awarded, 30.

BELFAST.

	Names of Queen's College Scholars.	Matriculated in Royal University.	Place on Royal University List of Honours in						Place on List of Royal University Exhibitions.	—
			Latin.	Greek.	French.	English.	Mathematics.	Experimental Physics.		
Arts, Eng.,	John J. Alexander, . / W. J. Shannon, . .	1883 / 0	0	0	0	0	4	0	0	Matriculated only in Queen's Col.
Arts,	Hamn. Morton, . .	1883	0	0	15	0	16	0	0	
"	Jn. Scott, . . .	1883	0	0	0	0	0	0	0	
"	Samuel Mack, . .	1883	0	0	0	0	12	0	0	
"	William Dunn, . .	1883	0	0	0	0	0	0	0	
Eng.,	J. T. N. Anderson, .	1883	0	0	0	0	0	0	0	
Med.,	Jas. Hunter, . . .	0								Matriculated only in Queen's Col.

CORK.

Arts,	William H. Welply, . .	1883	0	0	20	0	0	0	0	
"	Jos. C. Smyth, . .	1883	0	0	0	0	0	0	0	
"	Jer. Ambrose, . .	0								Matriculated only in Queen's Col.
"	Patrick G. Hayes, . .	1883	0	0	0	0	0	0	0	
"	R. H. Gash, . . .	1882	0	0	0	0	0	0	0	N.B.—Had matriculated in Royal Univ. in 1882. Passed 1st Univ. Exam., 1883. Mere pass: not "qualified."
Eng.	Robt. Walker, . .	1882	0	0	0	0	0	0	0	Ditto. Ditto. Ditto.
"	Wm. Ross, . . .	1883	0	0	0	0	0	0	0	
Med.,	D. O'Callaghan, . .	0								Matriculated, Q. Coll., Cork, 1880. B.A. Royal University, 1883.

GALWAY.

Arts,	Jas. Keers, . . .	1882	0	0	0	0	0	0	0	N.B.—Had matriculated in Royal Univ. in 1882. Has since passed no Univ. Exam.
"	Henry L. Dowd, . .	0								Matriculated only in Queen's Col.
"	Moses H. Cowan, . .	1883	0	0	15	0	0	0	0	
"	James M. Keegan, . .	1882	0	0	0	0	0	0	0	Had matriculated in Royal Univ. in 1882. Has since passed no Univ. Exam.
"	Richard J. Campbell, .	1883	0	0	0	0	0	0	0	
Eng.,	Atwell Thompson, . .	1883	0	0	0	0	0	0	0	

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Table IX.—Second Year's Scholarships (1883-84).

In SCIENCE.

(Awarded, October, 1883.)

Note 1.—The Second Year's Queen's College Scholarships are awarded *at the beginning of the Second Year* of the Undergraduate Course. The corresponding examination of the Royal University (held at the same period) is that known as the "First University Examination."

Note 2.—The "First University Examination" is obligatory only on those students who have entered the University by passing the Matriculation Examination of the University itself. By a Resolution of the Senate of the Royal University, the students who have entered the University by having previously matriculated in one of the Queen's Colleges, are allowed to substitute for the "First University Examination," a Sessional Examination in a Queen's College.

Note 3.—In 1883, for the first time, an examination at which students could *pass* this stage of the University Course was held at various centres throughout Ireland. The special Oral Examination for Honours was held subsequently, and only in Dublin. On the result of the earlier examination, certain students were declared by the Examiners "qualified to compete for Honours." In the following Table this is indicated by the word "qualified."

Note 4.—Of the six subjects in the Programme of the Royal University for the "First University Examination," the number to be presented by each student is five—French, or one other of a number of specified languages, being allowed only as an alternative for Greek.

Note 5.—The numbers of students to whom *Honours* were awarded by the Royal University at this examination in 1883, were as follows:—Latin, 11; Greek, 9; French, 19; English, 27; Mathematics, 14; Experimental Physics, 7.

Note 6.—The numbers of *Exhibitions* awarded by the Royal University at this examination were:—First Class (£30) Exhibitions, 6; Second Class (£15) Exhibitions, 11. Total number of Royal University Exhibitions awarded, 17.

Belfast.

Names of Queen's College Scholars.	1st University Examination in Royal University.	Place on Royal University List of Honours in						Place on List of Royal University Exhibitions.	
		Latin.	Greek.	French.	English.	Mathematics.	Experimental Physics.		
William M'F. Orr, . . .	1883	0	0	0	0	1	1	6	
James Priestley, ...	1883	0	0	0	0	0	0	0	"Qualified" in Mathematics.
Edward S. Cromie, . . .	1883	0	0	13	13	7	0	14	
John S. B. Larmer, . . .	1883	0	0	–	0	0	0	0	
Hugh L. Atkinson, . . .	0								Exempted from this Examination, having matric. in a Q. Coll. in 1881.

Cork.

John D. Lockhart, . . .	1883	0	0	0	0	11	0	0	
George W. Janney, . . .	1883	0	0	0	0	0	0	0	
John B. Smith, ...	0								Not *matric.* in Roy. Univ. until 1883. See Table VI.
(Jer. Riordan), ...	1883	0	0	–	0	9	0	0	See also Table IV.

Galway.

John Humphreys, . . .	1883	0	0	0	0	0	0	0	
John Martin, ...	1883	0	0	0	0	0	0	0	
David Card, ...	0								Exempted from this Examination, having matric. in a Q. Coll. in 1881.

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TABLE X.—THIRD YEAR'S SCHOLARSHIPS (1883–84).

IN SCIENCE.

(Awarded, October, 1883.)

NOTE 1.—The Third Year's Queen's College Scholarships are awarded *at the beginning of the Third Year* of the Undergraduate Course. The corresponding Examination of the Royal University (held at the same period) is that known as the "Second University Examination."

NOTE 2.—Of the eleven subjects in the Programme of the Royal University for the "Second University Examination," four or five (according to the subjects selected) is the number to be presented by a Student—the option being between three groups:—"Latin, Greek, English, Logic, and one other subject;" "Latin, Greek, English, Mathematics, and one other subject;" and "Mathematics, Mathematical Physics, and two other subjects."

NOTE 3.—The numbers of Students to whom *Honours* were awarded by the Royal University in the chief subjects at the "Second University Examination" in 1883, were as follows:—Latin, 9; Greek, 11; English, 10; French, 5; Logic, 5; Mathematics, 9; Mathematical Physics, 5; Experimental Physics, 6.

NOTE 4.—The numbers of *Exhibitions* awarded by the Royal University at this Examination were:—First Class (£40) Exhibitions, 5; Second Class (£20) Exhibitions, 5. Total number of Royal University Exhibitions awarded, 10.

BELFAST.

Names of Queen's College Students.	2nd University Examination in Royal University.	Place on Royal University List of Honours in: Latin.	Greek.	English.	French.	Logic.	Mathematics.	Mathematical Physics.	Experimental Physics.	Chemistry.	Biology.	Geology.	Place on List of Royal University Exhibitions.	—
James C. Rea, .	1883	0	0	0	0	0	1	2	0	0	0	0	9	
Frank D. Holmes,	1883	0	0	0	0	0	0	0	0	0	0	0	0	
Jas. B. Armstrong,	1883	0	0	0	0	0	0	0	0	0	0	0	0	
William C. Steele,	1883	0	0	0	0	0	4	0	0	0	0	0	0	
Thos. W. Atkinson,	0													Matric. in Q. Coll., 1880: has passed no Examination of Royal University.

CORK.

Henry C. Hughes,	1883	0	0	0	0	0	0	0	0	0	0	0	0	
Fred. J. Crawford,	1883	0	0	0	0	0	0	0	0	0	0	0	0	
Corn. Mulcahy, .	1883	0	0	0	0	0	0	0	0	0	0	0	0	

GALWAY.

George Gillespie, .	1883	0	0	0	0	0	0	4	1	0	0	0	0	
Thos. Finucane, .	0													Matric. in Q. Coll., 1880: has passed no Examination of Royal University.
Henry Carroll, .	1883	0	0	0	0	0	0	0	0	0	0	0	0	
Robert M'Elney, .	1883	0	0	0	0	0	0	6	0	0	0	0	0	
Arthur Frame, .	0													Matric. in Q. Coll., 1880: has passed no Examination of Royal University.

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No. 47.

The following STATEMENT and TABLES were prepared by the Rev. W. J. WALSH, D.D., and are referred to in his Evidence.

ADDITIONAL FACTS referred to in the EVIDENCE of Rev. W. J. WALSH, D.D., 21*st June*, 1884.

QUEEN'S COLLEGE FIRST YEAR'S or "ENTRANCE" SCHOLARSHIPS.—Comparison with Results of Intermediate Examinations (Middle and Senior Grades).

A.

STATUS of the FIRST YEAR'S, or "ENTRANCE," SCHOLARS in the THREE QUEEN'S COLLEGES, as tested by the Awards of the Exhibitions of the Intermediate Education Board.

I.—Number of Exhibitions (Middle and Senior Grades) awarded each year by the Intermediate Education Board.

	Middle Grade.	Senior Grade.
In 1879 . . .	20	14
„ 1880	32	16
„ 1881	44	18
„ 1882	28	12
„ 1883 . . .	23	12
TOTAL, . .	147	72

II.—Number of First Year's, or Entrance, Scholarships in the Faculty of Arts, or, on the same subjects of examination, in other Faculties, available for Award during the same period in the three Queen's Colleges.

——	In Belfast.	In Cork.	In Galway.	Total.
In 1879, ...	14	14	14	42
„ 1880, ...	14	14	14	42
„ 1881, ...	14	14	14	42
„ 1882, ...	14	14	14	42
„ 1883, ...	14	14	14	42
Total, .	70	70	70	210

III.—Number of Exhibitioners (Middle or Senior Grades) among the Students who obtained First Year's or Entrance, Scholarships in the three Queen's Colleges.

Year.	Number of *Middle Grade* Exhibitions awarded each year by the Intermediate Education Board.	Number of *Middle Grade* Exhibitioners, in that year, or subsequently, among the First Year's, or Entrance, Scholars of the three Queen's Colleges.			Year.	Number of *Senior Grade* Exhibitions awarded each year by the Intermediate Education Board.	Number of *Senior Grade* Exhibitioners, in that year, or subsequently, among the First Year's, or Entrance, Scholars of the three Queen's Colleges.		
		In Belfast.	In Cork.	In Galway.			In Belfast.	In Cork.	In Galway.
In 1879, .	20	2	1	—	In 1879, .	14	8	—	—
„ 1880, .	32	8	—	—	„ 1880, .	16	—	1	—
„ 1881, .	44	5	1	—	„ 1881, .	18	8	—	—
„ 1882, .	28	2	—	—	„ 1882, .	12	2	—	—
„ 1883, .	23	—	—	—	„ 1883, .	12	1	—	—
Total, .	147	12	2	—	Total, .	72	9	1	—

B.

STATUS of the FIRST YEAR'S, or "ENTRANCE," SCHOLARS of the THREE QUEEN'S COLLEGES, as tested by the Awards of Gold and Silver Medals of the Intermediate Education Board.

Note.—Since 1881, a number of Gold and Silver Medals have been awarded each year by the Intermediate Education Board. In each Grade a Gold Medal is awarded each year to the Student who obtains the first place in that Grade in aggregate merit; and a Silver Medal to the Student who obtains the second place; also, Gold Medals are awarded each year to the Students who obtain the first place in each Grade in the chief subjects of examination, and Silver Medals to the Students who obtain the first place in each Grade in certain subjects of secondary importance.

In the following Tables, the number of Medals awarded each year, under each heading, is set forth in the first column; and in the other columns is stated the number of Medallists, if any, to be found among the Students to whom the Entrance Scholarships of the three Queen's Colleges, respectively, were awarded in each year.

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I.—Gold Medals, for 1st place in Grade:—

Year.	Medals awarded each year in the *Middle Grade* by the Intermediate Education Board.	Number of holders of those Medals, in that year, or subsequently, among the First Year's, or Entrance, Scholars of the three Queen's Colleges.			Year.	Medals awarded each year in the *Senior Grade* by the Intermediate Education Board.	Number of holders of those Medals, in that year, or subsequently, among the First Year's, or Entrance, Scholars of the three Queen's Colleges.		
		In Q. Coll. Belfast.	In Q. Coll. Cork.	In Q. Coll. Galway.			In Q. Coll. Belfast.	In Q. Coll. Cork.	In Q. Coll. Galway.
In 1881, .	1	—	—	—	In 1881, .	1	—	—	—
„ 1882, .	1	—	—	—	„ 1882, .	1	—	—	—
„ 1883, .	1	—	—	—	„ 1883, .	1	—	—	—
Total, .	3	—	—	—	Total, .	3	—	—	—

II.—Silver Medals, for 2nd place in Grade:—

Year.	Medals awarded each year in the *Middle Grade* by the Intermediate Education Board.	Number of holders of those Medals, in that year, or subsequently, among the First Year's, or Entrance, Scholars of the three Queen's Colleges.			Year.	Medals awarded each year in the *Senior Grade* by the Intermediate Education Board.	Number of holders of those Medals, in that year, or subsequently, among the First Year's, or Entrance, Scholars of the three Queen's Colleges.		
		In Q. Coll. Belfast.	In Q. Coll. Cork.	In Q. Coll. Galway.			In Q. Coll. Belfast.	In Q. Coll. Cork.	In Q. Coll. Galway.
In 1881, .	1	—	—	—	In 1881, .	1	—	—	—
„ 1882, .	1	—	—	—	„ 1882, .	1	—	—	—
„ 1883, .	1	—	—	—	„ 1883, .	1	—	—	—
Total, .	3	—	—	—	Total, .	3	—	—	—

III.—Gold Medals for excellence in Special Subjects (Greek, Latin, English, Modern Languages, Mathematics):—

Year.	Medals awarded each year in the *Middle Grade* by the Intermediate Education Board.	Number of holders of those Medals, in that year, or subsequently, among the First Year's, or Entrance, Scholars of the three Queen's Colleges.			Year.	Medals awarded each year in the *Senior Grade* by the Intermediate Education Board.	Number of holders of those Medals, in that year, or subsequently, among the First Year's, or Entrance, Scholars of the three Queen's Colleges.		
		In Q. Coll. Belfast.	In Q. Coll. Cork.	In Q. Coll. Galway.			In Q. Coll. Belfast.	In Q. Coll. Cork.	In Q. Coll. Galway.
In 1881, .	5	1	—	—	In 1881, .	5	—	—	—
„ 1882, .	5	—	—	—	„ 1882, .	5	1	—	—
„ 1883, .	5	—	—	—	„ 1883, .	5	—	—	—
Total, .	15	1	—	—	Total, .	15	1	—	—

IV.—Silver Medals for excellence in Special Subjects (Natural Science, Drawing, Music, etc., etc.):—

Year.	Medals awarded each year in the *Middle Grade* by the Intermediate Education Board.	Number of holders of those Medals, in that year, or subsequently, among the First Year's, or Entrance, Scholars of the three Queen's Colleges.			Year.	Medals awarded each year in the *Senior Grade* by the Intermediate Education Board.	Number of holders of those Medals, in that year, or subsequently, among the First Year's, or Entrance, Scholars of the three Queen's Colleges.		
		In Q. Coll. Belfast.	In Q. Coll. Cork.	In Q. Coll. Galway.			In Q. Coll. Belfast.	In Q. Coll. Cork.	In Q. Coll. Galway.
In 1881, .	3	1	—	—	In 1881, .	3	—	—	—
„ 1882, .	9	1	—	—	„ 1882, .	8	1	—	—
„ 1883, .	9	—	—	—	„ 1883, .	8	—	—	—
Total, .	21	2	—	—	Total, .	19	1	—	—

V.—Total (from preceding Tables):—

Year.	Medals awarded each year in the *Middle Grade* by the Intermediate Education Board.	Number of holders of those Medals, in that year, or subsequently, among the First Year's, or Entrance, Scholars of the three Queen's Colleges.			Year.	Medals awarded each year in the *Senior Grade* by the Intermediate Education Board.	Number of holders of those Medals, in that year, or subsequently, among the First Year's, or Entrance, Scholars of the three Queen's Colleges.		
		In Q. Coll. Belfast.	In Q. Coll. Cork.	In Q. Coll. Galway.			In Q. Coll. Belfast.	In Q. Coll. Cork.	In Q. Coll. Galway.
Gold, . .	18	1	—	—	Gold, . .	18	1	—	—
Silver, . .	24	2	—	—	Silver, . .	22	1	—	—
Total, .	42	3	—	—	Total, .	40	2	—	—

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C.

STATUS of the FIRST YEAR'S or ENTRANCE SCHOLARS of the THREE QUEEN'S COLLEGES, as tested by the Awards of Exhibitions, and by the results generally, of the Intermediate Examinations.*

I.—FROM INTERMEDIATE EXAMINATION RESULTS FOR 1883.

(*Senior Grade*—1883.)

In this Grade 12 Exhibitions were awarded.

Only *one* of the Exhibitioners (the 9th in order of merit) is to be found among the Entrance Scholars of *any* of the Queen's Colleges. His name appears in the Belfast list.

Thus neither in the Cork nor in the Galway list of First Year's Scholars for 1883–4, do we find the name of *even one* Senior Grade Exhibitioner.

Of the total number of 245 Students who *passed* the Senior Grade Intermediate Examination in 1883, *six* (including the one above mentioned), appear among the Belfast Entrance Scholars of 1883–4. The places of these 6 students in the order of merit in the Intermediate Examination were the 9th, 15th, 18th, 83rd, 74th, and 80th.

Among the Cork Entrance Scholars of 1883–4, there is only *one* who *passed* the Intermediate Senior Grade Examination in 1883. In the Intermediate Examination the place of this Student in the order of merit was the 27th.

In Queen's College, Cork, he obtained the 1st Scholarship in Science.

Among the Galway Entrance Scholars of 1883–4 there is only *one* who *passed* the Intermediate Senior Grade Examination in 1883. In the Intermediate Examination his place in the order of merit was the 94th.

In Queen's College, Galway, he obtained the 1st Scholarship in Literature.

(*Middle Grade*—1883.)

In this Grade 23 Exhibitions were awarded.

None of the Exhibitioners appear among the Entrance Scholars of any of the Queen's Colleges.

Of the other Students, however, who *passed* this Middle Grade Examination, (without obtaining Exhibitions), at least one entered Queen's College, Cork, in October, 1883, and obtained there an Entrance Scholarship in Science.

In the Intermediate Examination (*Middle Grade*) his place in the order of merit was 31st. In the special subjects of the College Scholarship Examination, there were above him in the Intermediate Examination, in Arithmetic, 21; in Euclid, 85; and in Algebra, 33—*all mere Schoolboys of the Middle Grade.*

On the same Intermediate Examination list, (Middle Grade, 1883), the names of several other Students occupying very much lower places in order of merit are identical with the names of Students who obtained Entrance Scholarships for 1883–4 in the Cork College. The names, however, are not sufficiently distinctive to afford satisfactory evidence of the identity of the individuals on the two lists.

II.—FROM THE INTERMEDIATE EXAMINATION RESULTS FOR 1882.

(*Senior Grade*—1882.)

In this Grade 12 Exhibitions were awarded.

Only *two* of the Exhibitioners (the 4th and 5th in order of merit) appear among the First Year's or Entrance, Scholars of *any* of the Queen's Colleges, whether of 1882–3 or of 1883–4.

Both of these students appear in the Belfast list for 1882–3.

Thus, neither in the Cork nor in the Galway College list of First Year's Scholars for 1882–3 (nor, as we have already seen, in the corresponding lists of those Colleges for 1883–4), do we find the name of *even one* Senior Grade Exhibitioner.

Of the 219 students who *passed* the Senior Grade Intermediate Examination in 1882, *nine* (including the two above mentioned) appear among the Entrance Scholars of Queen's College, Belfast—some in the Scholarship list for 1882–3, others in that for 1883–4.

The places of these 9 students in order of merit at the Intermediate Examination were the 4th, 5th, 16th, 29th, 57th, 63rd, 64th, 80th, and 118th.†

Of the same 219 students, only *one* appears among the Entrance Scholars of Queen's College Cork.

At the Intermediate Examination, his place in order of merit was the 44th.

Of these same students, in fine, only *one* appears among the Entrance Scholars of Queen's College, Galway.

At the Intermediate Examination, his place in order of merit was the 92nd.

The cases of the two Cork and Galway students thus referred to are worthy of very special notice. *Each* of them was awarded, not one merely, but *two* First Year's Scholarships—one in Literature, the other in Science—in the Queen's Colleges which they respectively entered. Their marks obtained at the Intermediate Examination in the branches of knowledge in which those Queen's College Scholarships are awarded were as follows:—

Student's Number in Order of Merit, at Senior Grade Intermediate Examination, 1882.	Marks obtained at Intermediate Examination.		
	In Greek (Maximum 1,200).	In Latin (1,200).	In English (1,200).
No. 44, ...	588	455	375
„ 92, ...	545	383	510

* See also in the evidence (21st June, 1884), the detailed statement of the three cases there selected as typical cases. None of those three cases come within the limits of the period to which the cases examined in this further summary statement belongs.

† Of these, the students who obtained the 29th, 57th, 64th, and 118th places at the Intermediate Examinations of 1882, did not enter Queen's College, Belfast, until the commencement of the next year, 1883–4.

The students who obtained the 4th, 5th, 16th, 63rd, and 80th places at the Intermediate Examinations, entered the College (obtaining Entrance Scholarships there) in the same year, 1882.

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Taking the case of No. 44 (the winner of the double Scholarship in Cork) we find that at the Intermediate Examination

70 students scored above him in Greek;
65 " " " " Latin; and
158 " " " " English.

Taking the case of No. 92 (the winner of the double Scholarship in Galway) we find that at the same Intermediate Examination

86 students scored above him in Greek;
104 " " " " Latin; and
72 " " " " English.

Student's Number in Order of Merit, at Senior Grade Intermediate Examination, 1882.	Marks obtained at Intermediate Examination.		
	In Euclid (Maximum 500)	In Algebra and Arithmetic (700)	In Trigonometry (600).
No. 44, ...	340	100	0
" 92, ...	220	245	0

Taking, as before, the case of No. 44, we find that at the Intermediate Examination

59 students scored above him in Euclid;
76 " " " " Algebra and Arithmetic; and
89 " obtained marks in Trigonometry, in which subject he obtained no marks.

Taking, in fine, the case of No. 92, we find that at the same Intermediate Examination

147 students scored above him in Euclid:
43 " " " " Algebra and Arithmetic; and
89 " obtained marks in Trigonometry, in which subject he obtained no marks.

(*Middle Grade*—1882.)

In this Grade, 28 Exhibitions were awarded.

None of the Exhibitioners appear among the Entrance Scholars for 1882–3 in any of the three Queen's Colleges.

Of the other students, however, who *passed* this Middle Grade Examination (without obtaining Exhibitions), at least one entered the Galway College in the same year, and obtained there an Entrance Scholarship in Science.

His place in the order of merit at the Intermediate Examination was the 291st.

Moreover, in the three subjects of examination under the head of "Science" in the Middle Grade—Arithmetic, Euclid, and Algebra—his scoring was as follows:—

In Arithmetic, 334, out of a possible maximum of 500.
In Euclid, 370, " " " 600.
In Algebra, 235, " " " 600.

Comparing his marks with those of his competitors in the School Examination we find that the number of students who scored above him was, in Arithmetic, 123; in Euclid, 134; and in Algebra, 203—*all these being schoolboys merely of the Middle Grade.*

III.—From the Intermediate Examination Results for 1881.

(*Senior Grade*—1881.)

In this Grade 18 Exhibitions were awarded.

Only *three* of the Exhibitioners (the 7th, 14th, and 15th, in order of merit) are to be found among the Entrance Scholars of *any* of the Queen's Colleges. All three (as in the similar cases in 1882 and 1883) appear in the Belfast list.

Thus neither in the Cork nor in the Galway lists of Entrance Scholars for 1881–2 (nor, as we have already seen, in the corresponding lists of those Colleges for the years 1882–3, and 1883–4) do we find the name of *even one* Senior Grade Exhibitioner.

Of the 246 Students who *passed* the Senior Grade Intermediate Examination in 1881, *ten* (including the three above mentioned) appear among the Entrance Scholars of Queen's College, Belfast—some in the Scholarship list for 1881–2, others in that for 1882–3.

The places of these 10 Students in order of merit at the Intermediate Examination were the 7th, 14th, 15th, 21st, 50th, 51st, 57th, 59th, 62nd, and 118th.*

Of the same 246 Students, only *four* appear among the Entrance Scholars of Queen's College, Cork—two in the Scholarship list for 1881–2, the remaining two in that for 1882–3.

The places of these 4 Students in order of merit at the Intermediate Examination were the 58th, 83rd, 88th, and 91st.†

The marks scored by the first two‡ of these were as follows:—

No. 58 (who obtained in Queen's College, Cork, an Entrance Scholarship in Science) scored at the Intermediate Examination of the same year:—

In Euclid, . . 310, out of a possible maximum of 500;
In Algebra & Arithmetic, 385, " " " 700;
In Trigonometry, . 180, " " " 600.

Comparing his marks with those of his competitors in the School Examination, we find that the number of Students who scored above him was, in Euclid, 109; in Algebra and Arithmetic, 15; in Trigonometry, 65.

The other Student, No. 83 (who obtained in Queen's College, Cork, an Entrance Scholarship in Literature), scored at the Intermediate Examination of the same year:—

In Greek, 285, out of a possible maximum of 1,200;
In Latin, 743, " " " 1,200;
In English, 425, " " " 1,200.

Comparing his marks with those of his competitors in the School Examination, we find that the number of Students who scored above him was, in Greek, 98; in Latin, 31; and in English, 76.

Finally, as regards Queen's College, Galway, of the 246 Students who *passed* the Senior Grade Intermediate Examinations in 1881, only *three* appear among the Entrance Scholars of this College.

Two of these, however, did not enter the College for a year after the date of their Intermediate Examination. In their cases, then, no sufficiently decisive basis of comparison exists.

But the third case is one of special significance.

The place of this Student in order of merit on the Intermediate Examination list (Senior Grade, 1881) is the 82nd.

But the list of Queen's College Entrance Scholars, in which his name appears, is that *of the previous year*, issued in November, 1880.

At the date, then, of his Senior Grade Intermediate Examination in 1881, he was a Queen's College Student and Scholar of a year's standing.

In 1881, in fact the same year in which he passed his Senior Grade School Examination (without obtain-

* Of these, the Students who thus obtained the 15th, 57th, 59th, 62nd, and 118th places at the Intermediate Examination of 1881, did not enter Queen's College, Belfast, until the commencement of the next year, 1882–3.
The Students who obtained the 7th, 14th, 21st, 50th, and 51st places entered the College (obtaining Entrance Scholarships there) in the same year, 1881.

† Of these, the Students who obtained the 88th and 91st places at the Intermediate Examination of 1881, did not enter Queen's College, Cork, until the commencement of the next year, 1882–3.
The Students who obtained the 58th and 83rd places entered the College (obtaining Entrance Scholarships there) in the same year, 1881.

‡ See preceding footnote.

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ing an exhibition, and ranking only 82nd in competition with the schoolboys), he obtained in Queen's College, Galway, *a College Scholarship of the Second Year*.

His marks at the Intermediate School Examination of that year were as follows:—

In Greek,	530, out of a possible maximum of		1,200
In Latin,	776	"	1,200
In English,	305,	"	1,200

And comparing his marks with those of his competitors, we find that the number of *schoolboys* who then scored above him was, in Greek, 30; in Latin, 23; and in English, 129.

(*Middle Grade*, 1881.)

In this Grade 44 Exhibitions were awarded.

None of the Exhibitioners appear among the Entrance Scholars for 1881–82 in any of the three Queen's Colleges.

Of the other Students who *passed* this Middle Grade Examination (without obtaining Exhibitions) I cannot find sufficiently clear evidence that any of them are identical with any of the Students who entered Queen's Colleges in October, 1881, obtaining Entrance Scholarships there.

I wish, however, to direct the attention of the Commissioners to one case—that of the Student who stands 59th in order of merit (of course, then, not obtaining an Exhibition) in this Middle Grade School Examination.

A Student of the same name, apparently the same individual, appears among the Cork Queen's College Scholars in Science in October, 1881. But it is among the College Scholars *of the Second Year*. This Student of the Cork College had obtained an Entrance Scholarship in Science at the beginning of the previous year in October, 1881. And in June, 1882, at the close of that Academical year, was held the Intermediate *School* Examination, in the Results list of which, in the *Middle Grade*, will be found the name to which I direct attention.

No. 48.

BLACKROCK UNIVERSITY COLLEGE

Handed in by Rev. J. E. Reffé, and referred to in his Evidence, q. 8096.

I. Number of Students who presented themselves for Examination in Arts of the Royal University in 1883, and the number who passed:—

	Examined.	Passed.
1. University Examination,	14	13
2. University Examination,	16	14

II. List of Students of Blackrock College who have passed the Matriculation Examination of the Royal University and are now reading the Course of the First University Examination, with the Honours, Exhibitions, and Scholarships gained, appended to the name of each Student:—

Bannon, Edward J. Second Class Exhibition at Matriculation. Honours at Matriculation—Greek, 2°; Mathematics, 2°.
Boland, Charles J. Honours at Matriculation—German, 2°.
Brennan, Patrick. Honours at Matriculation—Latin, 2°.
Connolly, Richard M. Honours at Matriculation—Greek, 2°.
Cotter, Garrett Second Class Exhibition at Matriculation. Honours at Matriculation—Greek, 2°.
De Laroche, Souvestre, Edgar. Honours at Matriculation—French, 2°.
De Laroche, Souvestre, Enguerrand. Honours at Matriculation—French, 2°.
Dennehy, Frederick Wr.
Dromgoole, Charles. Second Class Exhibition at Matriculation. Honours at Matriculation—Greek, 2°; English, 2°.
Farrelly, Thomas J. First Classical Scholarship. First Class Exhibition at Matriculation. Honours at Matriculation—Latin, 1°; Greek, 2°; English, 1° (3rd place).
Fitzgerald, Patrick. Second Class Exhibition at Matriculation. Honours at Matriculation—Mathematics, 2°.
Galway, Edward
Hanrahan, John J.
Hickey, Wm. D. Honours at Matriculation—English, 2°.
Hogan, John F. Honours at Matriculation—English, 2°.
Hynes, Matthew.
Kelly, Patrick J. First Class Exhibition at Matriculation Honours at Matriculation—Greek, 2°; Mathematics, 1°.
Kelly, Patrick Honours at Matriculation—Mathematics, 1°, Experimental Physics, 2°.
Kennedy, Patrick J. Second Class Exhibition at Matriculation. Honours at Matriculation—Greek, 2°.
MacDonald, James.
Mooney, Andrew. Honours at Matriculation—Greek, 2°.
Morris, Wm. R.
Murphy, Henry M. A.
O'Carroll, Thomas.
O'Hart, John J.
Pariset, Edmund J. Scholarship in Modern Literature. First Class Exhibition at Matriculation. Honours at Matriculation—Latin, 1° (1st place); French, 1° (1st place); English, 2° (4th place).
Shields, Laurence.
Teevan, Francis.
Walsh, Joseph P.
Zimmer, Carlo. Honours at Matriculation—German, 1° (1st place).

III. List of Students of Blackrock College who have passed the First University Examination and are now reading the Course of the Second University Examination in Arts, with the Honours, Exhibitions, Scholarships gained, appended to the name of each Student:—

Ball, Joseph. Honours at Matriculation—French, 1° (1st place). Honours at First University Examination—French, 1° (1st place).
Beggan, Felix.
Calnan, Denis Second Class Exhibition at Matriculation. Second Class Exhibition at First University Examination. Honours at Matriculation—English, 2°. Honours at First University Examination—Latin 2°; English, 1° (2nd place); French, 2°; Mathematics, 2°.
Chadwick, William.
Conan, Arthur. First Class Exhibition at Matriculation. First Class Exhibition at First University Examination. Honours at Matriculation—Latin, 1°; Greek, 1° (3rd place); English, 2°. Honours at First University Examination—Latin, 1° (2nd place); Greek, 1° (3rd place); English, 2°.

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II.—List of the Students of Blackrock College who have passed the First University Examination, and are now reading the course of the Second University Examination in Arts—*continued.*

Farrell, James. Honours at First University Examination—English, 2°.
Giles, Myles J. Honours at Matriculation—Latin, 2°, Greek, 2°.
Griffin, Henry D. First Classical Scholarship First Class Exhibition at Matriculation. First Class Exhibition at First University Examination Honours at Matriculation—Latin, 1° (2nd place); Greek, 1° (1st place); English, 1°. Honours at First University Examination—Latin, 1° (3rd place); Greek, 1° (2nd place); English, 2°.
Haugh, John J. Second Class Exhibition at Matriculation Honours at Matriculation—French, 2°; Mathematics, 2°, Experimental Physics, 2°.
Keating, Gerald L. Second Class Exhibition at Matriculation. Honours at Matriculation—Latin, 2°. Honours at First University Examination—Greek, 2°; English, 2°.
O'Donohoe, Hugh.
O'Meara, David J.

III.—List of the Students of Blackrock College who have passed the Second University Examination in Arts and are now reading the Course of the B.A. Examination, with the Honours, Exhibitions, and Scholarships gained, appended to the name of each Student:—

Bocken, Hubert J. First Scholarship in Modern Literature. Second Class Exhibition at Matriculation. Honours at Matriculation—Latin, 2°; English, 2°; German, 1° (1st Place). Honours at First University Examination—German, 1°. Honours at Second University Examination—German, 2°.
Clarke, Matthew J. First Scholarship in Mathematics. First Class Exhibition at Matriculation. Honours at Matriculation—Latin, 1°; Greek, 2°; Mathematics, 1° (3rd Place); Experimental Physics, 1°. Honours at First University Examination—Mathematics, 2°. Honours at Second University Examination—Mathematics, 2°.
Crehan, Edward A. First Class Exhibition at Matriculation (4th Place). Second Class Exhibition at Second University Examination. Honours at Matriculation—Latin, 1°, Greek, 2° English, 2° (2nd Place); Mathematics, 1°; Experimental Physics, 2°. Honours at Second University Examination—Greek, 2°; Mathematics, 2°.
Downey, Augustine F. Honours at Matriculation—French, 2°. Honours at Second University Examination—English, 2°.
Fitzgibbon William B. Honours at Second University Examination—French, 2°
Goodman, James Al. First Class Exhibition at Matriculation. Honours at Matriculation—Latin, 1°; Greek, 1° (3rd Place in Greek); Experimental Physics, 2°.
Haupt, William. Honours at Matriculation—German, 2° (3rd Place). Honours at First University Examination—German, 1°. Honours at Second University Examination—German, 2°.
MacCabe, Michael. Second Class Exhibition at Matriculation. Second Class Exhibition at First University Examination. Honours at Matriculation—Latin, 2°; Mathematics, 2°. Honours at First University Examination—Latin, 2°; English, 1°. Honours at Second University Examination—English, 2°.
MacDermott, Henry. Second Class Exhibition at Matriculation. Honours at Matriculation—Latin, 2°; French, 2°.
M'Grath, William. Second Class Exhibition at Matriculation Second Class Exhibition at First University Examination. Honours at Matriculation—Latin, 1°; French, 1°; Experimental Physics, 1°. Honours at First University Examination—Latin, 2°; French, 2°. Honours at Second University Examination—English, 2°; French, 2°; Logic, 2°.
Monaghen, Michael. Honours at Matriculation—French, 2°.
O'Halloran, Henry.
O'Kelly, John.
O'Rourke, Cornelius. Honours at Matriculation—Latin, 2°.

The names of following Students who distinguished themselves at the Royal University Examinations whilst reading at Blackrock College, but who have not attended during the session of 1883–84, are omitted from the foregoing Lists:—

Carroll Naish Griffin. Honours at Matriculation—Latin, 2°; French, 2°. Honours at First University Examination—French, 2°.
Gerald Griffin. Honours at Matriculation. Second Class Exhibition. Honours—Mathematics, 1°; Experimental Physics, 1° (2nd Place).
Patrick J. Kearrell. Honours at Matriculation—French, 2°.
Leahy, Daniel K. Second Class Exhibition at Matriculation. Honours—Latin, 2°; French, 1° (First place of all Candidates).
MacCormick, John George. Honours at Matriculation—Latin, 2°.
MacEneany, James P. J. Honours at Matriculation—French 1° (4th Place).
Nolan, Patrick J. Second Class Exhibition at Matriculation. Honours at Matriculation—Latin, 2°; French, 2°.
O'Carroll, Patrick J. First Class Exhibition at First University Examination (3rd Place). Honours at Matriculation—Latin, 2°. Honours at First University Examination—Latin, 1°; Greek, 1° (2nd Place); Matriculation, 1° (3rd Place).

SUMMARY of EXHIBITIONS gained at Examinations of the ROYAL UNIVERSITY by BLACKROCK STUDENTS.
Handed in by Father REFFÉ as part of his evidence.

	1881.	1882.	1883.	Total.
At Matriculation,	10	4	8	22
At First University Examination,	–	3	3	6
At Second University Examination,	–	–	1	1
Grand Total,	–	–	–	29

SUMMARY OF SCHOLARSHIPS.

	1882.	1883.	1884.	Total.
In Classics,	–	1	1	2
In Modern Literature,	1	1	1	2
n Mathematics,	1	–	–	1
Total of Scholarships gained,	–	–	–	5

SUMMARY OF HONOURS GAINED.

	1881.	1882.	1883.	Total.
At Matriculation,	35	10	23	68
At First University Examination,	–	14	11	25
At Second University Examination,	–	–	11	11
Grand Total,	–	–	–	104

Exhibitions, Honours, Scholarships, 188.

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Referred to in Evidence of Father REFFÉ, q. 8096.

The following Students of the Blackrock College have gained appointments in the higher Civil Service Competitions within the last few years. These instances went, in every instance, direct from the College to these Examinations.

Hugh O'Toole.—First Place, Army Control Examination, 1875. Attended Blackrock College up to the very eve of his examination.
Thomas St. John Fagan. Army Control Examination, February, 1874. Left Blackrock, Christmas, 1873.
Kenny, William J. Consular Service, Japan. Left Blackrock, February, 1880, for Examination.
William P. J. Connolly. Class I. Left November, 1878, for Examination.
Charles Henry. Indian Civil Service, 1882. Took second place at two successive periodical examinations of selected Indian Civil Service candidates. First Prize in Tamil; First Prize in Telegu. Left June, 1882.
Henry D. Griffin. Indian Civil Service, 1883. Left June, 1883, and returned afterwards.
William B. Fitzgibbon. Consular Service, 1884, China; 4th Place. Left February, 1884.
Denis Calnan. Indian Civil Service, 1881; 3rd Place. Left June, 1884.

DISTINCTIONS GAINED BY BLACKROCK STUDENTS IN TRINITY COLLEGE, DUBLIN.

Grandy, William. High place at Entrance; took Honours at every examination of undergraduate year; First Class at B.A. being among the first 3 of 140 candidates, 13th December, 1881; M.D. in June, 1884. Left Blackrock, July, 1877.
O'Sullivan, Daniel R. High place at Entrance; First Prize in French; First Honours at Little-go, First Prize in French; First Gold Medal (Natural Sciences) at Moderatorship, 1884; M.D., June, 1884. Left July, 1879.
O'Carroll, Patrick J. Classical Sizarship, 1884. Left June, 1883.
Conan, Arthur. First place at Entrance (June, 1883); Junior Exhibition; First of First Honours in Classics at every Term Examination; First Prize in English Composition. June, 1883.
Henry, Charles. High Place at Entrance, 1882; First Prize in Sanscrit. June, 1882.
Griffin, Henry Daly. Second Place at Entrance, 1883 October). June, 1883.

No. 49.

PERSONAL EXPLANATION received from J. J. HANLY, esq., July 1st, 1884, in reference to certain matters stated by Rev. J. REFFÉ in his evidence, q. 7893 *et seq.*

Arnold House, Buckingham-road, Brighton,
June 30th, 1884.

TO THE CHAIRMAN, THE QUEEN'S COLLEGE COMMISSION.

SIR,—On returning from abroad my attention has been directed to the evidence of the Rev. Dean Reffé before the Queen's Colleges Commission.

With reference to the following passage, *Freeman's Journal*, 24th inst :—

Q. "Did he (Mr. Hanly) get a fourth scholarship?" *A.* "He got fourth place. There were seven candidates, but only four or five—I cannot remember the number well now; its a long while ago—but I think four or five actually went in." *Q.* "Was that scholarship open to all lay students of the College?" *A.* "It was. There were only three that went in whom I may call *bona fide* candidates."

I wish to say that the marks awarded at that examination were, as appears by the College records: —First man, 406; second, 396; third, 351; whilst I, the fourth, gained 341 marks, being within 10 of the third, 55 of the second, and 65 of the first classical scholar in Blackrock Lay College.

Why there were so few candidates in such a large school I cannot explain.

Further on :—*A* "He (Mr. Hanly) took his degree before his fellow-students had finished their course. But see what he came to. After all his promise when at school he only succeeded in getting an upper pass at his degree."

Now, at my degree (B.A.) I took honours, and the following year obtained my M.A. degree, with an upper pass, having gone for that examination before my time for two reasons—first, so that I might have the higher degree before the dissolution of the Queen's University; second, because I was working at medicine, and wished to have all my time for my profession.

With regard to the words "See what he came to," I may be allowed to say that a month after getting my M.A. degree I gained the Senior Scholarship in Natural Science at the Queen's College, Galway, a senior scholarship being the highest award at the disposal of the College. I am now Master of Arts and Member of Convocation of the Royal University, where I have passed my first and second examination for M.D. I am a physician, surgeon, and accoucheur of Edinburgh, and at present fill a post with which I have no reason to be displeased.

As to the following evidence of the rev. gentleman :—

"In Mapother's case, especially, the fruit was nipped in the bud. He has never been heard of since, I believe."

It may be well to avoid a certain interpretation of these words—an interpretation which the next question ("It is stated that he got a silver medal at your College; is that so?) shows to be natural enough.

Mr. Mapother was induced by far better prospects than a University career in Ireland affords, to return to his native land, where he occupies a responsible position in a large Louisville (Ky.) house.

I have the honour to be, Sir,

Your obedient Servant,

J. J. HANLY, M.A., L.R.C.P.E., L.R.C.S.E., &c.

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No. 50.

A Series of Tables prepared and handed in by the Rev. W. DELANY, S.J., and referred to in his Evidence. See q. 8252.

Ia. SCHOLARSHIPS STANDARD.

TABLE showing the Standard of QUEEN'S COLLEGE SCHOLARSHIPS, as tested by comparison of the Positions gained by those Scholars at the Intermediate Examinations preceding their entrance, with the Places gained by the Pupils of the Intermediate School of St. Stanislaus, Tullamore.

To appreciate the force of the comparison it is necessary to bear in mind that there are in the School two classes higher than those which compete at the Intermediate. The highest class boys offered themselves for the First B.A. London University, and the second class at Matriculation from 1876 to the establishment of the Royal University in 1881, winning, amongst other distinctions, First Honours in Classics and in Mathematics at First B.A., First and Second Exhibitions at Matriculation, &c. (There is only *one* First Exhib. and *one* Second given in London University Examinations.)

The lists for 1879 and subsequent years show, therefore, that Candidates won Scholarships at Cork and Galway who, at the Intermediate School would have been quite undistinguished schoolboys in the middle classes of the school, two and three years lower than those who went up for Matriculation in London University.

[The printed slips are taken from the Yearly Prize Lists of the school, and the names printed in italics are those of the Queen's College scholars in the places they gained at the Intermediate Examinations.]

(See Rev. W. Delany's Evidence, qq. 8243, 8246–51.)

1879.		1878.		1879.	
Exhibition. £50.	SENIOR GRADE. (SYNTAX.)	*Exhibitions.* £30 for 2 years.	MIDDLE GRADE. (CLASS I. GRAMMAR.)	*Exhibitions.* £20 for 2 years.	JUNIOR GRADE. (CLASS II. GRAMMAR.)
3	John Corcoran.	1	Peter Paul Greer.*	16	Michael O'Dwyer.
		3	Edmund Bohan.	35	Jeremiah Calnan.
				42	Pierce Nolan.
Prize List.		*Prize List.*		*Prize List.*	
8 £6	Paul J. Flynn.	7 £5	George O'Neill.	1 £4	Edward Corcoran.
21 £3	Philip S. Smith.	13 £5	Francis O'Neill	7 £4	Frederick Moorhead.
23 £5	Martin Maher.	13 £4	Martin Fanning.	13 £4	Joseph Plunkett.
28 £5	Joseph Canny.	20	*C. E. Boyle*, Lit. Sch. 3rd Year, Cork.	41 £4	Joseph Canny.
30 £4	Philip M'Carthy.	43 £5	Robert P. Flood.	64	*James Thompson*, Sch. Eng. Cork.
42 £4	Edward M'Manus.	62 £3	Edmund M'Grath.	117 £3	John Spillane.
44	William Wrafter.	67 £3	*Conor M'Grath*, Lit. Sch. 1st Year, Cork.	143 £3	Daniel E. O'Brien.
47	Thomas Meares.	82	John Mulhall.	190 £2	Edmund Kearney.
70	*J. R. Conner*, Exh. Cork.	71	George Greene.	194 £2	Daniel O'Connell FitzGerald.
80	Henry Veely.	76	*R. H. Clements*, Lit. Sch. 1st Year, Cork	260	James Maher.
Passed		91	Edward Nolan.	271	James Mooney.
	Henry Foley.	*Passed.*		333	William M'Cormack.
	Patrick Murphy.	Placed here in order of Merit.	James Pitt†	*Passed.*	
			Bernard Colleran.		William Buckley.
			Francis Maguire.		Patrick Doyle.
			Edwd. A. O'Keeffe, Exhib. Eng. Cork.		William Curran.
			Martin Walsh.		Patrick Stephenson.
			John J. Baggy.		John Walsh.
		Failed.			Thomas Wrafter.
			No.		Denis Crowley.
			No.		William Murphy.
					Martin Barlow.
					John Murtagh.
				Failed.	
					No.
					No.
					No.

* First in the Grade.
† Third do.

1880.		1880.		1880.	
£50 *Exhibitions.*	SENIOR GRADE (SYNTAX.)	*Exhibitions.* £30 for 2 years.	MIDDLE GRADE. (CLASS I. GRAMMAR)	*Exhibitions.* £20 for 2 years.	JUNIOR GRADE. (CLASS II. GRAMMAR.)
2	Peter Paul Greer.	2	Michael O'Dwyer.	3	Pierce Nolan.
6	*D. R. P. Smith*, Lit. Sch. Cork.	13	Francis O'Neill.	6	Daniel Twomey.
9	George O'Neill.			13	Denis Calnan.
				23	*Barry Galvin*, Exhib. Science, Cork, 1880.
Prize List.		*Prize List.*		32	Daniel E. O'Brien.
17 £6	Edmund Bohan.	68 £5	Jeremiah Calnan.	37	*William E. Wood*, Science Sch. 1st year, Cork, 1880.
36 £6	Robert P. Flood.	86 £4	Edward Corcoran.	42	Joseph Canny.
47	*C. E. Boyle*, Senior Sch. Cork.	123 £4	Patrick Kilbride.	66	Gerald Kelly.
66 £5	John Mulhall.	128 £4	D. O'Connell FitzGerald.		
71 £5	Richard Greer.	160	*W. C. Gannon*, Sch. Galway.	*Prize List.*	
74 £4	George Green.			103 £4	Patrick Stephenson.
		Passed.		166 £4	Denis Crowley.
Passed.				245 £3	William Curran.
		194	Joseph Plunkett.	290 £3	Joseph Kilbride.
93	Bernard Colleran.	196	Frederick Moorhead.		
95	*Isaac R. Evans*, Sch. Galway.	198	Thomas Gordon	*Passed.*	
102	*W. R. D. Crooks*, Exhib. Med. Science, Cork	269	John Spillane.	534	James Powell.
160	Patrick Frost.	319	*Richard H. Smyth*, 2nd Year Science Scholar, Cork.	646	John Calnan.
176	Francis O'Mara.	342	Peter S. Kenny.	662	Michael O'Reilly.
188	Francis Maguire.	353	Henry Corbett.	697	Edward Monks.
210	Edward Nolan.			744	John Green.
		Over Age.		950	David Coyne.
Over Age.			William M. Byrne.	968	*William Hackett*, Sch. Cork in 1881.
			William M'Cormack.	13	William Power.
	Edmund M'Grath.		*William H. Jack*, Sch. Galway.	1486	Hugh Kennedy.
			William Browne.	1807	Andrew Pallen.
				Failed.	Nos. 2046, 2436.
				Over Age.	James Duffy
					George Crabbe.
					Daniel Haggerty.
					John Gannon.
					William Dunne.

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Table showing the Standard of QUEEN'S COLLEGE Scholarships—*continued.*

1881.		1881.		1881.	
£50 *Exhibitions.*	SENIOR GRADE. (SYNTAX.)	*Exhibitions.* £30 for 2 years.	MIDDLE GRADE. (CLASS I. GRAMMAR.)	*Exhibitions.* £20 for 3 years.	JUNIOR GRADE. (CLASS II. GRAMMAR.)
3	Michael O'Dwyer.*	8	Pierce Nolan *	1	William Nolan.
18	Francis O'Neill.	18	Daniel Twomey†.	19	Gerald Kelly. Still at school, 1884.
		19	Denis Calnan.	38	William Carrigan.
Passed.				56	Joseph Ledwith.
		Prize List.		62	John Dolan.
68	*F. J. Crawford*, Sch. Cork.			83	John Bacon. Still at school, 1884.
68	Michael O'Connor.	£4 52	Daniel O'Connell Fitzgerald.	116	Daniel J. O'Brien, Do.
70	*James Porter*, Sch. Eng. Cork.	£3 77	Joseph Canny ‡		
83	*J. H. Corcoran*, Lit. Sch. Cork.	£3 88	Daniel E. O'Brien.	*Prize List.*	
90	Thomas Gordon	£2 125	Michael O'Reilly.		
109	Frederick Moorhead.	129	*Cornelius Mulcahy*, Sch. Cork, 1881.	£4 177	John Calnan. Still at School.
149	Thomas J. Tobin.			£4 213	William Power. Do.
160	Henry R. Corbett.			£3 317	William Coyne.
196	*Egbert Collins*, Exhib. Cork, 1881.	*Passed.*		321	*William J. Danker*, Sch. Cork, 1881.
198	*Alexander M'Afee*, Sch. Galway.			£3 334	Joseph Thuillier.
		139	J. B. Smith, Sch. in 1882.	£2 360	John A. J. Lalor.
Over Age.		185	Joseph Kilbride.	£2 360	Henry O'Reilly.
		219	*Barry Gavin*, Exhib. Cork, 1880.	£2 368	Richard O'Reilly.
18	William M'Cormack.	251	Laurence Kinsella.	£2 411	Gerald Gleeson.
		258	*James Kyers*, Sch. Galway.		
		257	Patrick Stephenson.	*Passed.*	
		268	William Curran.		
		271	James Whittaker.	513	John Ager Matron.
		382	Peter Delaney.	558	Hugh Kennedy.
				578	John Cruise.
		Over Age.		636	*A. C. Gregg*, Sch. Galway, 1882.
				652	Michael L. Hearn.
		14	George Crosbie.	735	*Lafftus, J. J.* Sch. Galway, 1883.
		18	Edwin J. Gray.	736	Peter Roneyoe.
		—	*M. J. Hession*, Sch. Galway.	784	Thomas Meuks.
		24	Matthew Barrett.	906	Charles Mulhall.
				1046	Charles M'Allister.
				1048	Robert Power.
				1262	James Fitzpatrick.
				1312	Charles Flanagan.
				1730	Joseph Calnan.
				1785	Thomas Dennehy.
				1838	*William H. Peard*, Sch. Engineer, Cork, 1882.
				1860	Joseph Wrafter.
				1964	*R. J. Campbell*, Sch. Galway, 1883.
				2147	Louis D'Alton.
	* Mr. Dwyer won first place at Royal University Matriculation Examination, 1882, and passed for the India Civil Service the same year. In January, 1883, he won a Scholarship in Classics and a Scholarship in Modern Languages at the Royal University.		* Fourth in Latin. † Gold Medalist in English. Passed for India Civil Service, 1882 ‡ Fifth in Latin.		*Failed* 1.

1882.		1883.		1883.	
	SENIOR GRADE (SYNTAX.)		SENIOR GRADE (SYNTAX.)	*Exhibitions.* £25 for 2 years.	MIDDLE GRADE. (CLASS I. GRAMMAR.)
Prize List.		*Prize List.*			
£6 18	Pierce L. Nolan.	£3 14	John W. Howley.	13	John A. Lalor.
£3 30	Denis Calnan.*	£3 22	Joseph Ledwith.	22	John W. Bacon.
44	*E. P. Williams*, Sch. Cork, 1882.	27	*W. R. Welply*, Sch. Cork.	31	*Joseph C. Smyth*, Sch. Cork.
£3 86	*Jeremiah Riordan*, Sch. Cork, 1883.	£2 30	William F. Nolan.		
		£2 35	William Carrigan.	*Prize List.*	
Passed.		£1 50	Daniel J. O'Brien.		
		£1 58	Gerald Hart Kelly.	£2 30	Thomas V. Nolan,
82	*Arthur J. Benson*, Sch. Galway.			73	*Jeremiah Ambrose*, Sch. Cork.
96	Laurence Kinsella.	*Passed.*		£1 91	Christopher Lyne.
128	Daniel E. O'Brien.			£1 108	Michael Howley.
138	Daniel O'C. Fitzgerald.	79	*T. M'Namara Ward*, Cork.	£1 117	John E. Cruise.
144	Julian de Kenna Kingsmill.	83	Augustus O. Jordan.		
195	James Whittaker.	94	*C. W. Dugan*, Sch. Galway, 1883.	*Passed.*	
		121	Michael J. M'Hugh.		
Over Age.		141	Francis J. Rafferty.	130	Henry O'Reilly.
		174	*Edwin Hegan*, Sch. Galway, 1883.	138	William Miller.
	Thomas Tobin.	178	Denis Myers.	140	Gerald Gleeson.
				194	William Power.
				215*	Thomas Stephenson.
				300	Charles B. M'Alister.
				630	Charles Spain.
				338	Gustavus Moorhead.
				346	Walter Joyce.
				408	Cornelius Regan.
				178	Patrick Considine.
	* In October, 1882, Mr. Calnan won an Exhibition at Matriculation of the Royal University, and then left St. Stanislaus. In June, 1884, he passed for the India Civil Service.				
				Over Age.	

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IIb. Admission of Junior Grade Students. (Rev. W. Delany's Evidence, qq. 8252–70.)

Names of Students who entered Queen's Colleges from the Junior Grade Intermediate Examinations, with the places they had obtained.

[Identity not guaranteed beyond identity of names—in most cases the Students are described in the Intermediate Returns as from Schools in Cork.

1879.			1880.			1881.			1882.		
	Place.			Place.			Place.			Place.	
Schol 2.	81	Thompson, James.		157	Smith, John B. (Sch. 1881)		326	Dunlea, W. J. (Sch. same year)		1041	Gallagher, Jeremiah P.
Do.,	107	Twomey, D. H.		621	Mahony, D. J.		761	Fitzgerald, Maurice.			
Do.,	113	Wood, William E.		868	Hackett, Wm. (Sch. in 1881)		722	Cumming, Alexander.			
Pass,	1704	Sisk, M. (Held 9. 6. 80).					822	O'Leary, Patrick			GALWAY.
				1008	Walsh, John J.		413	O'Flynn, Thos. P.			
				1771	Somerville, Robt. R.		1537	Obre, J. W.			1881.
				24	Galvin, Barry (Exhib.)		1512	Roche, Th. Fr.		1226	Anderson, Alexander.
				37	Wood, Wm. E. (Sch.)		1601	Stone, Charles Alf.		941	Bell, William.
							1638	Peard, William H.			
							2254	Scaly, John M.			
							2073	Hackett, Ed. H.			

IIa. Table showing the Names of Students of the Queen's Colleges and of University College, Dublin, who had passed the Senior Grade Intermediate Examinations before entering those Colleges—showing also the places they had obtained in the Senior Grade Examinations, and the places they subsequently obtained at the Royal University Examinations (See Rev. W. Delany's Evidence, qq. 8275–83.)

These Tables seem to prove conclusively—1st. That a very small number of boys who pass through the Senior Grade enter the Queen's Colleges of Cork and Galway. 2nd. That these two Colleges have received hardly any distinguished Senior Grade Students. 3rd. That the success at the Royal University Examinations of those Students who *did* enter Cork and Galway was very small indeed; and 4th. That Students like those of University College who have won high places at the Intermediate Examinations, and again distinguished themselves at the Royal University Examinations, have just grounds of complaint that the competitors whom they have beaten at both Examinations are yet provided from the public funds with Scholarships and Prizes from which they feel themselves debarred, and of which no similar provision is made for them.

E Exhibitions. S Scholar. | 1 H First Honours. 2 H Second Honours. | S College, Scholarship, and Exhibition. | Intermediate Exhibition, *Italics*, Royal Univ. Dist., heavier type.

Place at Inter.	BELFAST.		Royal Univ. Dist.	Place at Inter.	CORK.		Royal Univ. Dist.	Place at Inter.	GALWAY.	Royal Univ. Dist.	Place at Inter.	UNIVERSITY COLLEGE.*	Royal Univ. Dist.
	1879.				**1879.**				**1879.†**			**1879.**	
1	*Russell, W. A.*	S	E 1 H	Prize. 67	Hughes, H. C.	S	Pass.	Prize. 14	Coleman, J. B.		8	*Corcoran, J. A.*	
7	*Campbell, A.*	S		70	Connor, J. R. T.	S		27	Irvine, H. A.	2 H	Prize. 1	Mulkern, J. H.	E 1 H
9	*Steele, W. C.*	S	2 H	74	Trusilla, F. J.	E		35	Lynam, J. D.		23	Maher, M. F.	1 H
Prize. 17	Campbell, J. E.	S	E 2 H	93	Hackett, E. F.			41	Patterson, S.		26	Cagney, J. J.	
49	Porter, E. L.			Pass. 5256	Purcell, M.			78	Mahon, W.	2 H	42	Donovan, R.	E 2 H
63	Herdman, J. O.	S						83	Waide, H. E.	Biol.	50	M'Neill, C. J.	E 1 H
73	M'Vicker, A. S.	S						Pass. 5269	Seaton, W.		86	Brennan, F.	
82	Kerr, R. A.							5331	Smyth, Jos.		Pass. 5120	Foley, H.	
Pass. 5031	Semple, S.												
5157	Campbell, J.												
5208	Donald, R. J. F.	S	E 1 H										
5311	Story, W. L.												
5321	Dickey, A. A. S.	S											
5374	Bailey, W. F.												
	1880.				**1880.**				**1880.†**			**1880.**	
Prize. 26	Hunter, J.	S	E 1 H	5	*Smith, D. R. P.*	S	1 H	Prize. 73	Lennane, V. F.		9	*O'Neill, G.*	E 1 H
28	Gorman, W. T.	S	E 1 H	Prize. 47	Boyle, C. E.	S		Pass. 98	Evans, J. R.	S E 1 H	Prize. 21	O'Mullane, C.	2 H
38	Horner, A. L.			64	M'Sweeney, W.	S	E 2 H				88	Barrett, J. F.	
39	Derbyshire, R. D.	S	E 1 H	75	Porter, James.	S					Pass. 119	Kelly, W.	
58	Burgess, Andw.	S		Pass. 102	Crooke, W. R.	E					121	Murphy, D.	2 H
61	M'Vicker, C. E.	S		122	Magner, J. F.	E					182	Raleigh, W. V.	2 H
63	Tate, C. L.	S		142	Ronayne, R.	S					Average	Byrne, J.	
67	Grainger, Th.	S											
76	Murray, E. E.												
Pass. 89	Ferguson, S.	S	2 H										
92	Pollock, J. J.	S E											
96	M'Kinney, E. H.												
140	Thompson, S. B.												
210	Brown, J.												
232	Little, W. J. B.												
252	Gardiner, Jos.												
298	Knox, H. M.												

† Many of these Students were probably Scholars, but I have had no means of ascertaining the fact.

* University College was not fully organized until November, 1883. It has twelve Fellows of the Royal University on its teaching staff, and these Professors are paid by the University. Beyond this it has no endowment of any kind, no provision for scholarships or prizes, for library, museum, or maintenance.

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TABLE II*a*—*continued*.

Place at Inter.	BELFAST.		Royal Univ. Dist.	Place at Inter.	CORK.		Royal Univ. Dist	Place at Inter.	GALWAY.		Royal Univ. Dist.	Place at Inter.	UNIVERSITY COLLEGE.	Royal Univ. Dist.
	1881.				**1881.**			Pass	**1881.**				**1881.**	
7	*M'Ginty, W. B.*	S	1H	Prize. 29	Riordan, J.	S	E 2H	108	M'Afee, Alex.	S		1	*Doyle, C. P.*	
14	*Barnett, R. W.*	S	E	30	Murphy, J. P.	S						3	*O Dwyer, M.*	E 2H
18	*M'Neill, Robt.*	S	E 1H	53	Crawford, F. J.	S	Pass.		"			10	*M'Donnell, D.*	E 1H
Prize. 21	Potts, J. T.	S	2H	Pass. 83	Corcoran, J. H.	S	Pass.					16	*O'Neil F. P.*	E 1H
28	Johnston, W.	S		88	Tracy, J. J.	S						Prize. 38	M'Weeney, R. S.	E 1H
30	Murdoch, W. H.	S		91	Duffin, R. J.	S						41	Connell, R.	
51	Clarke, W. R.	S		94	Obre, G. S.	S						69	Kennedy, D.	
57	Heron, Jas.	S	1H	100	Corbett, H. B							117	Scully, C. J.	
59	Cromie, E. S.	S	E 2H	137	O Leary, J. A.							127	Downes, W.	
62	Priestley, J.	S	1H	198	Collins, Eg.	E						140	Young, H.	
Pass. 75	Collier, S. R.											156	Mahony, M.	
82	Hamilton, W. M.											Over Age	M'Cormack, W	
84	Dill, A. H.													
116	Killen, S. M'C.	S	1H											
122	Turnbull, M. H.	S												
133	Gribbon, R. W.													
154	Brown, R. K.													
164	Dawson, W. J.													
209	Stinson, Thos.													
229	Rosk, J.		2H											
Average	Blackwood, J. K.													
	1882.				**1882.**				**1882.**				**1882.**	
4	*Orr, W. M'F.*	S	E S 1H	Prize. 44	Williams, E. P.	S		Pass. 93	Benson, A. J.	S		Prize. 18	Nolan, P. L.	E 1H
9	*Johnson, W. S.*	S	E S 1H	Pass. 157	Lane, D.			118	Ward, J.			26	Duggan J. P.	E 1H
Prize. 18	M'Mullan, T. W.	S	E 2H	198	Healy, W.							34	Young, Edward.	E 2H
38	Wheeler, G. A.		1H									38	Farrell, J. J.	
43	Burden, A. M.	S	2H									42	Hellan, J. A.	1H
Pass. 73	Megaw, R.		2H									59	Nolan, W. B.	
80	Woods, E. M'N.		2H									Pass 75	Sigerson, P. G.	2H
96	Girvin, W. J.											82	Murray, Ch.	
103	Fraser, R. M.		2H									85	Kinsella, L.	
121	Haslett, R. W.											101	Coffey, D. J.	
124	Lindsay, S.											111	Gwynne, W.	1H
158	Hamilton, Th.											126	O'Brien, D. E.	
173	Browne, J. B.											128	Murphy, J. J.	
181	Beatty, R. M.											134	Geary, M. J.	
184	Elliott, W. M.											185	Whitaker, J. J.	
	1883.				**1883.**				**1883.**				**1883.**	
	No returns. Calendar for 1884–5 not being procurable. That Calendar would most probably show many names of 1882 Grade entering Belfast in 1883, and thus increase the above number			Prize. 27	Welply, W. H.	S		Pass. 94	Dugan, C. W.	S	2H	1	*M'Weeney, H. C.*	E 1H
				Pass. 70	Ward, T. M'N.	E		174	Hegan, Ed.	E		Prize 22	Ledwith, J. M. S	E 2H
				155	Thuillier, J. F.							35	M'Nerney, J. A.	E 2H
				157	Kelleher, W.							80	M'Neill, H.	
				215	Harty, J.							90	Birmingham, W.	
												99	M'Kenna, P.	
												91	Brayden, W. J.	
												118	Clarke, J. P.	2H
												161	M'Hugh, M. J.	
												189	Murphy, E. L.	
												201	M'Grath, J. P.	
												211	Lenehan, Th. J.	

TABLE II*b*.

SUMMARY OF SENIOR GRADE STUDENTS WHO ENTERED UNIVERSITIES.

— Totals.	Exhib. 65	Prize. 234	Pass. 325	Total. 624
Belfast, to 1882–83, . .	5	34	38	87
Cork, to 1883–84, . .	1	12	17	30
Galway, 1883–84, . .	—	7	8	15
University College, 1883–84,	7	20	27	54
Trinity College, Dublin, .	20	103	88	213
Royal University, from other Colleges, and from private study, . . .	30	58	150	220

SUMMARY OF ROYAL UNIVERSITY DISTINCTIONS WON BY THE SAME STUDENTS.

—	Exhib.	Passed with 1st Hon.*	Passed with 2nd Hon.*	Total in Honours.*
Belfast, ...	12	16	11	24
Cork, ...	2	1	2	3
Galway, . .	1	1	3	4
University College, .	14	11	11	22

* These numbers are of Exhibitioners and of Students in Honours, not of total Honours or of total Exhibitions obtained, many Students winning several Honours and more than one Exhibition. The Exhibitioners are not added in the totals, because they are the same Students who obtained the Honours.

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III.—Summary of Intermediate Exhibitioners who have entered University Colleges.

Referred to in evidence of Rev. W. Delany, 8290–8297.

Year.	*Totals	Entered Univ. Colleges.	Distrib.	Trinity College.	T C D. and Royal.	Belfast.	Cork.	Galway.	Univ. College.	Royal.	Total.
1879, ...	112	100		38	4	17	7	1 & Belf.	7	27	100
1880, ...	110	70		22	3	5	1	0	8	31	70
1881, ...	108	53		11	–	5	2	–	4	31	53
1882, Middle and Senior Grades.	2*	1		0	0	0	0	0	–	1	1
	332	224		71	7	27	10	1	19	92	224

* These are not the totals of *Exhibitions* given. The Middle and Senior Grade Exhibitions are with very few exceptions won by Students who have previously gained Exhibitions in a lower grade. Taking note of this, it is found that 302 *Candidates* have obtained Exhibitions in the periods dealt with. The Junior Grade of 1882 is not dealt with, nor the Junior and Middle Grades of 1883, because these Students have not completed their school course, and none of them have entered University Colleges. Some of the Senior Grade of 1883 have entered University Colleges, but as they obtained Exhibitions in preceding years they are credited to the first year in which they gained the Exhibitions. The *years* do not convey that the Exhibitioners entered University Colleges in those specified years; they show merely that so many persons in those years obtained for the first time Intermediate Exhibitions, and the other figures show how many of these then or subsequently entered University Colleges.

IV.—Comparison of Scholars of the several Undergraduate Years at Cork and Galway Queen's Colleges, with Students from University College, Stephen's Green, Dublin, showing that these latter Students, although successful at the Intermediate Examinations and again successful at the Royal University Examinations, see the competitors whom they have beaten at both these Examinations yet enjoying valuable Scholarships, from which they feel themselves debarred.

Referred to in Rev. W. Delany's evidence, qq. 8289, 8298.

Third Year.

Place at Intermediate Examination.			Name.	College.	Place at Royal University Examinations, 1883.
10th Ex.	Senr. Gr.	1881.	M'Donnell, Daniel.	University College.	1st Hon. Exp. Physics, 2nd Univ.
36	Do.	1881,	M'Weeny, E. J.	Do.	1st Hon. French, 2nd Hon. Eng., 2nd Univ. 1st Exhib. Medicine, Sch. Mod. Lang.
58	Do.	1881,	Crawford, F. J.	Cork, Science Scholarship,	Passman.
88	Do.	1881,	Corcoran, J. H.	Do. Literary Scholarship,	Do.
128	Middle,	1881,	Mulcahy, Cornelius,	Do. Science Scholarship,	Do.
81	Senior,	1879, (Schol. 2, 67),	Hughes, Henry C.	Do. do.	Do.
1160	Junior,	1879, (Pass Sched.)	M'Coy, Daniel J.	Galway, Literary Scholarship.	
869	Sch. 2 Jun.	1879,	Gannon, W. C.	Do. do.	
			Davison, Robert H.	Do.	Pass.
			Meady, William,	Do.	Do.
			M'Elwee, John,	Do.	Do.
			Walker, Sam,	Cork, Literary Scholarship,	Do.

Second Year.

Year.	Grade.	Place.	Name.	College.	Place at Royal University.
1880,	Senior,	8	O'Neill, George N.	University College.	2nd Hons. Latin, English, and French. 2nd Exhib. £15.
1882,	Do.	16	Nolan, Pierce L.	Do.	1st Hons. French, read in Latin, (1st in Latin at Matr.)
1878,	Do.	13	Mulkern, James,	Do.	1st Hons. French, 2nd English. 2nd Ex. £15.
1881,	Do.	8	Dwyer, Michael F.	Do.	1st Hons. French, 1st Hons. English, 2nd Latin. 2nd Exhib. £15. Sch. in Classics and Modern Languages.
1882,	Do.	75	Sigerson, Patrick Geo.	University College,	2nd Hon. French, 2nd Physics.
1881,	Do.	44	Williams, Edward P.	Cork, Literary Scholarship,	Passman.
1881,	Do.	94	Obre, George S.	Do. do.	Do.
1881,	Middle,	166	Smith, John R.	Do. Science Scholarship,	Matric. 88, 2nd Hons. Mathematics.
1881,	Senior,	91	Duffin, Robert J.	Do. Schol. Literary (Med.).	Passman.
1883,	Do.	—	Jermey, George W.	Do. Science Scholarship,	Do.
1882,	Do.	92	Benson, Arthur J.	Galway, Literary Scholarship,	Do.
1881,	Do.	188	M'Afee, Alexander,	Do. do.	Do.
1881,	Junior,	886	Gregg, A. C.	Do. do.	Do.
1881,	Do.	Over age,	Jordan, M. C.	Do. do.	Do.

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IV.—Comparison of Scholars of the several Undergraduate Years—*continued.*

First Year.

Year.	Grade	Place.	Name.	College.	Place at Royal University.
1882, .	Senior,	1 (Ex.)	M'Weeney, H. C. . . .	University College, . .	1st Hons. Math., 1st Hons. Phys., 2nd Hons. Lat., Eng., Fr. Exhib. £21.
1882, .	Do.	22	Duggan, John V. . . .	Do . .	2nd Hons. English. 2nd Exhib
1883, .	Do.	22	Ledwith, Joseph, . . .	Do . .	2nd Hons. Mathematics. 2nd Exhib.
1882, .	Do.	36	M'Nerney, John A. . .	Do. . .	2nd Hons. French. 2nd Exhib.
1882, .	Do.	54	Young, Edward, . . .	Do. . .	2nd Hons. Latin. 2nd Exhib.
1880, .	Do.	91	O Mullane, Cornelius, . .	Do. . .	2nd Hons. Mathematics.
1882, .	Do.	42	Heelan, Jerome, . . .	Do. . .	1st Hons. French.
1883, .	Middle,	152	Jackson, James, . . .	Cork, Library Scholarship, .	Passman.
1883, .	Do.	31	Smyth, Jos. C. . . .	Do. Science Scholarship, .	Do.
1883, .	Do	75	Ambrose Jeremiah, . .	Do. do. .	
1882, .	Do.	321	Walker, Robert, . . .	Do. School Engineering, .	Passman.
1882, .	Do.	222	Ross, William, . . .	Do. do .	Do.
			Hayes, Patrick G. . .	Do. Science Scholarship, .	Pass
			Gusk, Richard, . . .	Do. do. .	Do
1883, .	Senior,	79	Ward, Thomas M'Namara, .	Do. Exhib. Medicine, .	Do.
1882, .	Senior,	94	Dugan, C. W. . . .	Galway, Lit. Scholarship, .	2nd Honours, French.
1882, .	Middle,	194	Meeke, W. M'E. . . .	Do do .	Passman
1883, .	Senior,	174	Hegan, Edwin, . . .	Do Exhibitioner, . .	
1881, .	Junior,	635	Loftus, Jos J. . . .	Do. Scholarship, . .	Passman.
1881, .	Middle.	Overage, 140th in merit.	Hession, N. J . . .	Do. do. . .	Do.
1881, .	Do.	248	Keers, James, . . .	Do. Science, . . .	Do.
1881, .	Junior,	1900	Keegan, James M . .	Do. do. . . .	Do.
1881, .	Do.	1904	Campbell, Richard J. . .	Do. do. . . .	Do.

Tables showing Proportions of Distinctions gained by the several Colleges.

V.—Analysis of the Examination Lists of the Royal University for 1882 and 1883, showing the comparitive Number of Students who passed the Examinations from all the principal Colleges, together with the Honours and Exhibitions won by each College.

In the year 1882, the Second University and Degree Examinations were confined to Students from the Queen's Colleges, and they afford, therefore, no ground of comparison with other Colleges; there is given, therefore, only the First University Examination of 1882.

First University Arts Examination, 1882.

Colleges	Total Passed	Honours Gained.																				Gross Total Honours.
		Latin.		Greek.		French.		German.		Celtic.		Hebrew.		English.		Mathematics.		Physics		Total Honours.		
		1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	
Queen's College, Belfast, .	7	1	0	1	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	2	0	2
Queen's College, Cork, . .	1	.	1	1	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1	2
Queen's College, Galway, .	0	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0	0
Magee College, . . .	6	.	1	.	.	.	.	.	.	.	.	1	.	.	.	.	.	.	.	1	1	2
University College, . .	14	1	.	.	.	1	1	.	.	1	.	.	.	2	1	.	.	.	2	5	4	9
French College, . . .	12	1	3	1	.	.	2	3	.	.	.	.	.	.	3	1	1	.	.	5	9	14
Maynooth College, . . .	2	1	.	1	.	.	.	.	.	.	.	.	.	.	1	.	.	.	1	2	2	4
St. Malachy's College, Belfast,	10	.	.	.	.	.	.	.	.	.	.	.	.	.	1	.	.	.	.	0	1	1
St. Mary's College, Dundalk, .	0	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Terenure College, . . .	3	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Clonliffe College, . . .	0	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Methodist College, Belfast, .	1	1	.	1	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	2	0	2
Alexandra College, . .	2	.	.	.	.	.	1	.	.	.	.	.	.	1	.	.	.	.	.	1	1	2
Smaller Colleges and Private Tuition.	13	1	1	.	.	.	3	.	.	.	.	.	.	.	4	2	1	.	2	3	9	11
Private Study, ...	20	1	.	.	.	.	2	2	1	.	.	.	1	.	3	.	1	.	2	3	10	13
Total, . . .	130	7	2	2	0	1	2	4	1	1	0	1	1	3	13	3	2	0	7	25	27	52

Summary.

—	Students Passed.	Honours.			Per-centage of Students Passed.	Per-centage of Honours.		
		First Class.	Second Class.	Total.		First Class.	Second Class.	Total.
Total, ...	132	26	37	63	—	—	—	—
Queen's Colleges, ...	2	3	1	4	2·7	18	2·7	6·4
Magee College, ...	6	1	1	2	4·3	4	2·7	3·2
Catholic Colleges, ...	22	12	18	28	42·7	48	48·2	45·1
Other Colleges and Private Tuition, .	16	2	3	12	11·3	8·4	8·1	8·4
Private Study, ...	20	2	10	13	22·9	12	27·1	21·2

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ANALYSIS of the FIRST UNIVERSITY ARTS EXAMINATION RETURNS of the ROYAL UNIVERSITY, 1883.

	No. Passed.	Honours.																		Gross Total Honours.
		Latin.		Greek.		French.		German.		Celtic.		English.		Mathematics.		Exper. Physics.		Total Honours.		
		1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	
Queen's College, Belfast,	46	.	1	1	2	.	2	1	.	.	.	.	4	2	1	2	.	6	10	16
Queen's College, Cork,	5	.	.	.	.	.	.	.	.	.	.	.	.	.	1	.	.	.	1	1
Queen's College, Galway,	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Magee College,	8	.	.	.	.	.	.	.	.	.	.	.	1	.	.	.	.	.	1	1
*University College, and *St. Ignatius College,	97	1	.	1	.	.	3	.	.	.	.	.	3	1	.	.	2	3	6	11 *
	11	.	4	.	2	2	1	.	.	.	.	1	6	.	2	.	.	3	14	17 *
French College,	13	2	.	2	.	1	1	.	.	.	.	1	3	.	2	.	.	6	6	12
St. Malachy's College,	13	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Carlow College,	5	.	.	.	.	.	.	.	.	.	.	.	1	.	.	1	.	1	1	2
St. Mary's, Dundalk,	4	.	1	.	.	2	.	.	.	.	.	.	.	.	.	.	.	2	1	3
St. Kieran's,	1	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1
Terenure College,	1	.	1	.	.	.	1	.	.	.	.	.	1	.	.	.	.	.	3	3
Mungret College,	3	.	.	.	1	.	.	.	.	.	.	.	.	.	.	1	.	.	1	1
Alexandra College,	4	.	.	.	.	.	3	1	.	.	.	.	5	.	.	.	.	1	5	6
Ladies' College, Belfast,	4	.	.	.	.	.	2	.	.	.	.	.	.	.	.	.	.	.	2	2
Other Institutions & Private Tuition,	40	.	1	.	.	1	3	.	.	.	.	.	3	1	2	1	.	3	9	12
Private Study,	74	.	1	.	1	.	5	1	.	1	.	.	7	2	.	.	1	4	15	19
Totals,	271	3	8	4	6	6	21	3	.	1	.	2	34	6	6	4	3	22	81	110
Queen's Colleges,	61	5	1	1	2	6	2	1	.	.	.	0	4	2	2	2	0	11	17	
Magee College,	5	.	.	.	.	.	.	.	.	.	.	.	1	.	.	.	.	.	1	
Catholic Colleges,	60	3	6	3	3	5	6	.	.	.	.	2	16	1	4	1	2	15	30	61

* Now (1884) united under the name "University College."

No. 51.

EXTRACT from *Medical Times*, March 8, 1884.

Handed in by Dr. ROCHE, and referred to in his Evidence, qq. 9172–9176.

THE MEDICAL BILL.

(To the Editor of the *Medical Times*.)

SIR,—With reference to the Medical Bill, the following few remarks may not be inappropriate to the attention which is rife between the medical licensing bodies. In the competition for the public services all medical graduates meet on equal terms, and as the army draws the largest number, I have taken from the Army Lists, from 1862 to 1883 inclusive, the names and qualifications of the two gentlemen at the head and of the two at the bottom of the ranks at each examination for this period. There are sixty-six in each category. In the case of an individual belonging to different corporations, I give the first registered as the one to which the party is assigned. The result is the following, viz.:—

	Top.	Bottom.
Royal College of Surgeons, England,	20	10
English Universities,	4	1
Royal College of Surgeons of Edinburgh,	5	6
Scottish Universities,	11	12
Dublin University,	7	7
Queen's University in Ireland,	14	8
Royal College of Surgeons in Ireland,	5	22

It will be seen from these facts what corporation produced the highest percentage of good men and what of mediocre men at the army test. Genuine medical reform should be directed towards obtaining Poor Law, Prison, Lunacy, and Sanitary medical officers by competitive examination open to all graduates, promoting to inspectorships through the respective departments, and leaving the teaching and licensing bodies free. The public will in their own instance select the fittest according to fancy, judgment, and other influences.

Yours truly,

JOHN ROCHE, M.D., R. In. Med. Service.

Mount Clarence, Kingstown.

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APPENDIX C.

LIST of MISCELLANEOUS DOCUMENTS handed in to the COMMISSIONERS, but not received as Evidence.

No. 1.

Referred to in Introduction to the Report.

STATEMENT of ALEXANDER M'CARTHY, esq., Town Clerk of Cork, upon handing in RESOLUTION of CORK TOWN COUNCIL, and copy RESOLUTION of CORK TOWN COUNCIL.

In pursuance of a resolution of the Town Council of Cork, a committee of that body attends with me here to-day for the purpose of requesting that you will put on the record of your proceedings a resolution adopted unanimously by our Corporation with respect to the State grant Cork at present enjoys for higher teaching, and a statement made by the mover of the resolution on the subject We already forwarded both of these to you, through your secretary, before you opened your inquiry in Belfast, and our object to-day is to request that you will be kind enough to give the documents a place in your official records.

RESOLUTION OF CORK TOWN COUNCIL.

Cork as a University Centre.

At a quarterly assembly of the Council of the Borough of Cork, held on Friday, the 9th May, 1884, the Right Worshipful the Mayor in the chair, it was moved by Councillor J. Hooper, seconded by Councillor G. J. O'Donnell, and unanimously resolved :—

"That in view of the contemplated appointment of a Royal Commission on the Irish Queen's Colleges, this Corporation hereby places on record an emphatic claim, on behalf of the City of Cork, to the retention of its rights as a collegiate centre in the Irish university system, and, in any legislation that may result from the forthcoming investigation, the preservation to Cork, for collegiate and university teaching purposes, of the grants at present enjoyed by the Queen's College, Cork."

No. 2.

Referred to in INTRODUCTION to the REPORT.

RESOLUTION OF GRADUATES EDUCATED AT QUEEN'S COLLEGE, CORK.

"That this meeting is of opinion that, considering the very great advantage the Queen's College, Cork—practically the only endowed educational establishment in Munster—has been to the various denominations of the community, we desire respectfully to strongly protest against any diminution in its present endowments, as such would be seriously detrimental to its interests as a collegiate and educational institution."

This resolution had appended to it eighty-three signatures, purporting to be those of graduates of the Queen's University, who were educated at Queen's College, Cork.

The resolution was handed in by a deputation, consisting of the following :—

Names of Deputation :

Philip Barry, M.E., Harbour Engineer.
Wm. Babington, B.A., Solicitor.
Wm. Hill, B.E., Architect.

T. J. V. Sullivan, B.E., Architect.
W. J. M'Mullen, B.E., City Engineer.
Arthur Hill, B E, Architect.
Wm. Shaw, B.E.
C. O'Keeffe, F.G.S., Land Sub-Commissioner.
Thos. Farrington, M.A., F.C.S, Lecturer in Chemistry, Munster Model Farm; Chemist to the Agricultural Society.
Wm. Harrington, F.C.S
Wm. Corkor, Solicitor.
D. B. O'Flynn, M.A.,M.D., Medical Officer, Glanmire Dispensary.
P. J. Cremen, M D., Med. Officer Health for City, Phys. Cork North Infirmary.
A. Sandford, M.D., Surgeon Ophthalmic Hospital.
T. Gelston Atkins, B.A., M.D., Surgeon Women and Children's Hospital; Physician Cork Maternity.

No. 3.

Referred to in INTRODUCTION to the REPORT.

MEMORIAL of INHABITANTS of CORK.

WE, the undersigned Residents (Catholics and Protestants), of the City and County of Cork, pray that Cork shall be retained as an University centre, and that therefore no part of the present emoluments of the Queen's College, Cork (the only endowed educational institution in Munster) be withdrawn :—

Daniel J. Galvin, Mayor of Cork.
Wm. Shaw, M.P., county Cork.
George St. John Colthurst, Bart., High Sheriff, county Cork.
Daniel Vincent O'Sullivan, Knt., J.P.
Paul J. Madden, Alderman.
John Hooper.
Bernard J. Alcock, J.P., K.S.G.
William M'Namara, county Cork.
Thomas Waters, J.P., county Cork.
James Swanton, M.A., county Cork.
Denny Lane, A.B
Ludlow A. Beamish, J.P., county Cork.
Michael M'Namara, J.P.
C. J. Cantillon, J.P.
William Harrington, J.P.

B. J. Sheehan, J.P.
John Stanton, Solicitor, Cork.
Robert Gregg, Solicitor.
T. J. M'Mahon, Manager National Bank.
F. E. M'Namara, Manager Munster Bank, Cork.
W. T. Hungerford.
John Hatton.
T. F. Carroll.
Samuel F. Hynes, Architect.
George C. Tolerton.
W. Ronan, Solicitor and Notary Public.
John Russell.
Edward Barry Broadley.
John Joyce Foley, M.A., Solicitor.
John Walter Bourke, Solicitor.
A. E. Cronin, Hibernian Bank (Limited), Cork.

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Thomas P. Gibbs.
Philip William Bass, Solicitor.
Richard Hayes, Solicitor.
M. H. J. Roberts, county Cork.
John Hallinan.
Thomas Exham, Solicitor and Notary Public.
Samuel F. Lindsay, Solicitor and Notary Public, Cork.
J. Morgan, late Captain 97th Regiment.
Robert Walker, C.E., Architect.
H. S. Noblett, Solicitor, Cork.
D. V. Donegan, Solicitor, President of Court of Conscience.
D. M'Carthy Mahony.
William Thomas Barrett.
D. Cronin.
Michael V. Cagney.
W. Roberts.
Thomas Babington, Solicitor.
John F. Maguire, Sub-Sheriff, Cork.
M. S. O'Callaghan, Land Agent.
Walter Morrough, Land Agent.
William Lumley Perrier, J.P.
James Brenan, R.H.A., Head-master, School of Art, Cork.
Richard Pigott Beamish, D.L., county Cork.
John Fox, Manufacturer, Cork.
James W. Pollock, J.P.
James Ogilvie, J.P.
Anderson Cooper, Manager Provincial Bank, Cork.
David Ross, J.P.
Joseph H. Carroll, Land Agent.
Francis Cads.
Richard M'Namara.
C. M. Harvey, Merchant.
N. Webb Ware, Consul Argentine Republic.
Victor B. Fitzgibbon, J.P.
James H. Donegan, J.P.
James Murphy, Cork.
William W. Babington, Solicitor, Cork.
Daly Murray.
Thomas Ware, Solicitor.
Francis Hodder.
George O. Waters.
D. Cronin.
J. H. Cronin.
Alfred Blake, Solicitor, Cork.
S. C. Blake, S.C.S., Cork.
William Murphy, Solicitor, Cork.
William O'Mullane, Wine Merchant.
Thomas A. Lambkin, Manufacturer.
Robert Day and Son.
P. J. Forde, J.P.
George F. Murphy, Solicitor, Cork.
Edmund Burke, J.P., Lota Park.
W. H. Massey, J.P., county Cork.
George Purcell, Cork.
C. Raycroft, county Cork.
John Flynn.
T. J. Clanchy.
John H. Sugrue, J.P., counties Cork and Kerry.
Edward Neville, John-street, Cork.
James Byrne, Church-street.
Edward Harding, Waterview, Cork.
Maurice O'Donnell, Dominick-street, Cork.
Timothy O'Sullivan and Son, Butter Exchange, Cork.
Patrick Kearney, Butter Exchange, Cork.
Pat. J. Corkery.
George C. Barry.
George H. Stoker.
D. W. Mahony.
William Henry Lyons.
Thomas Cagney.
Alexander M'Carthy, J.P.
Edward Gibson.
Henry L. Tivy, T.C.
John Lesder.
J. H. Belton, Munster Bank, Cork.
John O'Callaghan, T.C.
James MacDonnell, T.C.
William J. Lane, T.C.
M. J. Horgan, Solicitor.
John Grimes, T.C.
John O'Brien, T.C.
John B. Roche, T.C.
William R. Harris, T.C.
Booth and Fox, Lavitt's-quay.
E. J. Julian, Tivoli Villa.
Daniel Finn.
W. J. Hennessy.
John Buckley, T.C.
James L. Bogan, T.C.
C. O'K. Smith, T.C.
John B. Davidson.
Richard Cronin.
Edward Geary, Alderman.
Robert Mayne, Alderman.
J. Jones, Alderman.
D. Linehan, T.C.
Eugene Finn, A.R., M.B.
H. M. Coates.
G. B. Waters, county Cork.
John Waters, J.P., county Cork.
T. W. Murray and Co., Cork.
John Perry and Sons, Cork.
James Calbeck, Secretary, Cork School of Music.
W. B. Hartland, Cork.
Richard Sumner, Cork.
William Egan and Sons.
D. FitzPatrick and Sons.
R. M. Moncaster, 66, Patrick-street, Cork.
F. Brennan, Cork.
M. P. Bolster, 78, Patrick-street.
Baker and Wright, 48, Patrick-street.
Peter Allan, 45, Patrick-street.
H. Allport.
James Hackett, 42, Patrick-street.
Nowsom and Sons.
Baker and Co., Cork.
J. O'Callaghan, Cork.
Breton and Sons.
D. B. O'Flynn, M.A., M.D., Glanmire.
Philip Barry, M.E., Cork.
Thomas Powell Evans, Cork.
John Blair, Cork.
Abraham B. Scott, Cork.
Robert Scott and Co., Cork.
Edward Arblaster, M.A., Cantab.
Edward Byrne, Cork.
Thomas R. Lester, 107, Park-street.
Rashleigh Belcher, Surgeon, Cork.
W. H. Beamish, Land Agent.
Samuel Lane, Cork.
William Delacour, M.A., Cantab.
William B. Harrington, F.C.S.
Stanley Harrington, B.A., J.P.

No. 4.

Resolution of Galway Town Commissioners.

Handed in by Major Wilson Lynch.

Resolved,—That in view of any legislation that may result from the Parliamentary legislation at present being carried out in the matter of the Queen's Colleges, Ireland, the preservation of Galway Queen's College, for collegiate and university teaching, and of the grants at present enjoyed by it, is eminently due to the City of Galway, as the capital of the province of Connaught; and we, the Town Commissioners of Galway, as representing the public, hereby place to record our desire to see such arrangement carried out.

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ADDENDA.

Addenda No. 1.

The Royal University.

I.—Return showing the total number of Students who presented themselves at the several Examinations in the different Faculties, in the Year 1884, and the number who passed; also the number that presented themselves at each Examination from each of the three Queen's Colleges, and the number that passed.

	Total.		Queen's College, Belfast.		Queen's College, Galway.		Queen's College, Cork.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
Arts.								
First University Examination,	484	369	80	64	16	13	17	11
Second University Examination,	231	187	52	44	12	10	6	6
B.A. Degree,	133	100	38	*30	8	6	12	*11
M.A. Degree,	8	6	4	4	3	2	–	–
Total in Arts,	646	662	174	142	39	31	86	27
Law.								
Examination for LL.B.,	7	5	2	2	1	1	0	0
Examination for LL.D.,	4	3	4	6	0	0	0	0
Total in Law,	11	8	6	5	1	1	0	0
Engineering.								
First Professional Examination.	6	5	2	2	1	1	1	1
Second Professional Examination,	8	6	6	3	1	1	3	1
Degree of B.E.,	6	5	–	–	2	2	4	3
Degree of M.E.,	0	0	–	–	–	–	–	–
Total in Engineering,	20	16	6	5	4	4	8	5
Medicine.	June. / Oct.	June. / Oct.	June. / Oct.	June. / Oct.	June. / Oct.	June. / Oct.	June. / Oct.	June. / Oct.
First Examination in Medicine,	33 / 93	23 / 73	6 / 37	5 / 30	7 / 9	4 / 4	9 / 12	7 / 11
Second Examination in Medicine,	69 / 99	41 / 44	27 / 43	17 / 16	10 / 17	6 / 6	28 / 61	17 / 17
Degree of M.B.,	24 / 98	11 / 53	8 / 47	3 / 23	4 / 8	3 / 5	11 / 61	4 / 19
Degree of M.D.,								
Total in Medicine,	126 / 290	75 / 170	44 / 127	25 / 69	21 / 34	13 / 15	48 / 74	28 / 47

* Including one man who had been counted twice, inasmuch as he took the Degree of B.A. in two "Honour Groups of Subjects."

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II.—RETURN showing the total number of EXHIBITIONS and other PRIZES awarded at the several Examinations in each Faculty, in the Year 1884, and also the number gained at each Examination by Students of each of the three Queen's Colleges.

	Total Awarded.		Queen's College, Belfast		Queen's College, Cork.		Queen's College, Galway.		
	1st Class.	2nd Class.	1st Class.	2nd Class.	1st Class.	2nd Class.	1st Class.	2nd Class.	
Matriculation,	10	21*	1	0	0	0	0	0	* Including 1 over age.
First University,	7*	20†	1	5	0	2	0	0	* Including 1 over age. † Including 3 over age.
Second University,	7*	13†	2	4	0	1	0	0	* Including 1 over age. † Including 2 over age.
B.A.	7*	7†	4	5	0	0	0	0	* Including 1 over age.
M.A.	1*	–	–	–	–	–		–	* Gold Medal, Queen's College, Belfast.
LL.B.	1	1	0	0	0	0	0	1	
First Engineering,	1	1	0	1	0	0	1	0	
Second Engineering,	2*	1	2	1	0	0	0	0	* Including 1 disqualified by standing.
B.E.	2*	1	0	0	1	0	0	2	* Including 1 disqualified by standing.
First Medical.	2	2	1	1	0	1	0	0	
Second Medical,	0	3	0	1	0	1	0	0	
M.B.	1	4*	0	2	0	1	1	0	* Including 1 disqualified by standing.
Studentships,	2	–	1	–	–	–	–	–	

III.—The total number of STUDENTS who presented themselves for the MATRICULATION EXAMINATION, in the Academical Year 1884, and the number that passed; stating also the number of EXHIBITIONS awarded.

DETAILS OF MATRICULATION EXAMINATION, 1884.

Total number of Candidates examined,	657
Total number of successful Candidates,	525

The number of Exhibitions awarded at this Examination is given in Table II.

IV.—(1), (2) The Minimum percentage of Marks, in HONOUR PAPERS, on which First and Second Class Honours, respectively, have been awarded in the several Examinations in the several Faculties.

FIRST UNIVERSITY EXAMINATION, 1884.

Lowest percentage for Honours.

	1st Class.	2nd Class.		1st Class.	2nd Class.
Latin,	65	50	English,	70	55
Greek,	67	50	Mathematics,	57	25
French,	75	58	Experimental Physics,	60	45
German,	77	60			

SECOND UNIVERSITY EXAMINATION, 1884.

	1st Class.	2nd Class.		1st Class.	2nd Class.
Latin,	69	55	Logic,	60	45
Greek,	70	54	Mathematics,	42	24
English,	70	54	Mathematical Physics,	47	34
French,	71	55	Experimental Physics,	54	45
German,	70	63	Chemistry,	58	58
Celtic,	74	–	Biology,	63	44

Lowest percentage for Honours at—

B.A. EXAMINATION.

	1st Class.	2nd Class.		1st Class.	2nd Class.
Classics,	70	63	Mathematical Science,	43	23
Modern Literature,	74	55	Experimental Science,	62	43
Logic, Metaphysics, &c.,	75	50	Biological Science,	57	45
Jurisprudence, Political Economy,	71	50			

M.A. EXAMINATION.

	1st Class.
Logic, Metaphysics, &c.,	90
Experimental Science,	57
Biological Science.	63

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ADDENDA No. 2.

This is the RETURN furnished by the ROYAL UNIVERSITY for 1884, as corrected by the authorities of the QUEEN'S COLLEGES.

I.—RETURN showing the total number of STUDENTS who presented themselves at the several Examinations in the different Faculties, in the Year 1884, and the number who passed; also the number that presented themselves at each Examination from each of the three Queen's Colleges, and the number that passed.

	Total.		Queen's College, Belfast		Queen's College, Galway		Queen's College, Cork.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
Arts.								
First University Examination,	494	369	87	71	16	13	17	11
Second University Examination,	221	187	56	49	12	10	b	5*
B.A. Degree,	133	100	43	35	5	6	11	10†
M.A. Degree,	8	6	4	4	3	2	—	—
Total in Arts,	845	662	190	159	39	31	35	27
Law.								
Examination for LL.B.,	7	5	5	5	1	1	0	0
Examination for LL.D.,	4	3	4	3	0	0	0	0
Total in Law,	11	8	9	8	1	1	0	0
Engineering.								
First Professional Examination,	6	5	2	2	1	1	1	1
Second Professional Examination,	8	0	3	3	1	1	3	1
Degree of B.E.,	6	5	—	—	2	2	4	3
Degree of M.E.,	0	0	—	—	—	—	—	—
Total in Engineering,	20	18	5	5	4	4	8	5

Medicine.	June.	Oct.	June.	Oct.	June.	Oct.	June.	Oct.	June.	Oct.	June.	Oct.	June.	Oct.	June.	Oct.
First Examination in Medicine,	33	93	23	73	9	97	5	30	7	9	4	4	9	11	7	10
Second Examination in Medicine,	69	99	41	44	27	32	17	16	10	17	6	9	28	32	17	18
Degree of M.B.,	24	98	11	53	8	48	3	24	4	8	3	9	11	31	4	19
Degree of M.D.,																
Total in Medicine,	129	290	75	170	44	117	25	70	21	34	13	14	48	74	29	47

II.—RETURN showing the total number of EXHIBITIONS and other PRIZES awarded at the several Examinations in each Faculty, in the Year 1884, and also the number gained at each Examination by Students of each of the three Queen's Colleges.

	Total Awarded.		Queen's College, Belfast.		Queen's College, Cork.		Queen's College, Galway.	
	1st Class	2nd Class	1st Class.	2nd Class.	1st Class.	2nd Class.	1st Class.	2nd Class.
Matriculation,‡	10	21*	2	0	0	0	0	0
First University,	7*	20†	1	5	0	2	0	0
Second University,	7*	13†	2	4	0	1	0	0
B.A.,	7*	7†	4	5	0	0	0	0
M.A.,	1*	—	—	—	—	—	—	—
LL.B.,	1	1	0	0	0	0	0	1
First Engineering,	1	1	0	1	0	0	1	0
Second Engineering,	2*	1	2	1	0	0	0	0
B.E.,	2*	1	0	0	1	0	1	1
First Medical,	2	2	1	1	0	1	0	0
Second Medical,	0	8	0	1	0	1	0	0
M.B.,	1	4*	0	2	0	1	1	0
Scholarships,	—	—	2	—	—	—	—	—
Studentships,	2	—	1	—	—	—	—	—

* Including 1 over age.
{ * Including 1 over age
{ † Including 3 over age.
{ * Including 1 over age.
{ † Including 2 over age.
a Including 1 over age.
* Gold Medal, Queen's College, Belfast.

* Including 1 disqualified by standing.
* Including 1 disqualified by standing.

* Including 1 disqualified by standing.

* Mr Stanley Pope, being a medical student in Queen's College, Cork, took up for his Second University Examination a subject in which he had attended lectures in Queen's College, Cork, he, however, entered himself as of private study and is not included in this return.—ALEX. JACK.

† Mr George S. Obre, a student of the Second Year in the Faculty of Arts, and a Scholar of that year in Queen's College, Cork, obtained the Degree of B.A., but he is not included in this return as he returned himself as of private study.—ALEX. JACK.

‡ The course for Matriculation is not read in Queen's College, Cork.—ALEX. JACK.

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Addenda No. 3.

Note.—This letter and the tables following it were received too late for publication in their proper place in the Appendix of Documents.

Queen's College, Cork,
30th December, 1884.

Sir,—The Registrar of this College has drawn my attention to the incomplete character of the Returns,* the corrected proofs of which I enclose. These Returns should, in justice to *all* University Colleges, and in the interest of higher education, include the honours in each subject as well as the exhibitions granted on the totals of all marks. It is much easier to score high marks in literary subjects than in scientific subjects. On this account exhibitions fall naturally to those who take up such subjects as Greek, Latin, English, &c., than to those who take up higher Mathematics for instance. Greek, Latin, Modern Languages, English, &c., are only continuations of school work, and are often better taught by schoolmasters (*i.e.*, better in the *examination* sense) than by University Professors. It is different in such subjects as are usually only taught in Universities. Take, for example, the Second University Examination (I pass over the first because it properly belongs to the schools) and you will see by the MS. Returns, which Professor Jack, our Registrar, has made out of the Honours, that out of ten Honours awarded, nine were taken by students of two Queen's Colleges. Again, in the B.A. Examination, out of four Honours in Biology all are taken by Queen's College students.

Again, the printed Return does not include the number who obtained Upper Pass at their degree examination in Medicine. The passing of a large number of men in the Upper Pass Division is a better test of the soundness of the work of a medical school than the getting by one of its students of a first or second class, which is generally the result of accident.

I think the enclosed Tables (in MS.), which include all the Faculties, should be added to the printed Returns, I shall therefore feel obliged by your bringing before the Commissioners.

I remain, Sir, your obedient servant,
William K. Sullivan,
President of Queen's College, Cork.

N. D. Murphy, Jun., Esq.,
Secretary, Queen's Colleges (Ireland) Commission.

* Royal University Returns for 1884, corrected by Queen's College, Cork, authorities.

QUEEN'S COLLEGE, CORK.

Return shewing the total number of Honours awarded at the several Royal University Examinations in each Faculty in the year 1884, and also the number gained at each Examination by Students of each of the three Queen's Colleges.

Faculty of Arts.

First University Examination.

	Total Awarded.		Queen's College Belfast.		Queen's College Cork.		Queen's College Galway.	
	1st	2nd	1st	2nd	1st	2nd	1st	2nd
Latin,	9	11	2	1	0	0	0	0
Greek,	2	13	1	6	0	0	0	0
French,	20	26	1	1	2	1	1	0
German,	2	2	0	0	0	0	0	0
English,	9	30	0	5	0	2	0	1
Mathematics,	6	9	2	1	0	2	0	0
Experimental Physics,	4	7	0	2	0	0	1	0

Second University Examination.

	Total awarded.		Queen's College, Belfast.		Queen's College, Cork.		Queen's College, Galway.	
	1st.	2nd.	1st.	2nd.	1st.	2nd.	1st.	2nd.
Latin,	6	10	1	2	0	0	0	0
Greek,	3	6	0	1	0	0	0	0
English,	3	23	1	5	0	1	0	0
French,	6	17	0	3	0	0	0	0
German,	4	2	2	1	0	0	0	0
Celtic,	1	0	0	0	0	0	0	0
Logic,	5	7	2	3	1	0	0	0
Mathematics,	6	4	4	3	1	1	0	0
Mathematical Physics,	4	3	3	2	0	0	0	0
Experimental Physics,	5	6	3	1	0	0	0	1
Chemistry,	2	3	0	2	1	0	0	0
Biology,	3	4	0	1	1	0	0	0

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B.A. Examination.

	Total Awarded.		Queen's College Belfast.		Queen's College Cork.		Queen's College Galway.	
	1st.	2nd.	1st.	2nd.	1st.	2nd.	1st.	2nd.
Ancient Classics,	1	3	0	1	0	0	0	0
Modern Literature,	1	9	0	0	0	0	0	0
Logic, Metaphysics, and History of Philosophy,	3	5	3	3	0	0	0	0
Political Economy, General Jurisprudence, and History,	2	0	1	3	0	2	0	0
Mathematical Science,	2	2	1	1	0	1	0	0
Experimental Science,	2	7	1	2	0	1	0	2
Biological Science,	2	2	2	0	0	1	0	1

M. A. Examination.

	Total Awarded.	Queen's College, Belfast.	Queen's College, Cork.	Queen's College, Galway.
Biological Science,	1	1	0	0
Logic, Metaphysics, Political Economy and History of Philosophy,	1	1	0	0
Experimental Science,	1	0	0	1

Faculty of Law.

	Total Awarded.		Queen's College, Belfast.		Queen's College, Cork.		Queen's College, Galway.	
	1st.	2nd.	1st.	2nd.	1st.	2nd.	1st.	2nd.
LL.B. Examination,	2	2	0	2	0	0	1	0

School of Engineering.

	Total Awarded.		Queen's College, Belfast.		Queen's College, Cork.		Queen's College, Galway.	
	1st.	2nd.	1st.	2nd.	1st.	2nd.	1st.	2nd.
First Engineering,	2	1	1	0	0	1	1	0
Second Engineering,	3	0	3	0	0	0	0	0
B. E. Examination,	2	2	0	0	1	1	1	1

Faculty of Medicine.

	Total Awarded.			Queen's College, Belfast.			Queen's College, Cork.			Queen's College Galway.		
	1st.	2nd.	Upper.	1st.	2nd.	Upper.	1st.	2nd.	Upper.	1st.	2nd.	Upper.
First Medical Examination,	3	4	9	2	0	5	0	1	1	0	0	1
Second „ „	0	4	9	0	1	1	0	2	7	0	0	1
M.B. „	1	5	10	0	3	3	0	1	5	1	0	1

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Addenda No. 4.

Royal University of Ireland.

This Table was received too late for publication in its proper place, in Appendix III. It is to be read in connexion with Table No. 9, in Appendix III. A., p. 416, and is referred to by a Note appended thereto.

Table showing the Number of Individuals who presented themselves for the undermentioned Examinations in the years 1882 and '83, and the Number who Passed, giving the number coming from each Queen's College, and the number that selected the Queen's University Regulations.

Examination.	Total No. Examined.		Total No. Passed.		Queen's College, Belfast.				Queen's College, Cork.				Queen's College, Galway.			
					Queen's University Regulations.		Royal University Regulations.		Queen's University Regulations.		Royal University Regulations.		Queen's University Regulations.		Royal University Regulations.	
	Queen's University Regulations.	Royal University Regulations.	Queen's University Regulations.	Royal University Regulations.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
1882.																
First Examination in Medicine, .	252	6	171	5	96	61	.	.	83	59	1	0	49	32	1	1
Second „ „ .	166	17	107	12	71	41	6	6	66	46	5	5	39	20	6	6
M.B Examination, . . .	119	1	69	1	65	31	.	.	34	26	.	.	25	12	1	1
1883.																
First University Examination, .	.	383	.	271	.	.	63	10	.	.	8	5	.	.	15	9
Second, „ „ .	.	192	.	136	.	.	49	30	.	.	11	10	.	.	17	11
B.A. Examination, . . .	10	66	5	46	6	3	37	32	3	2	8	5	1	0	13	8
M.A. „ . . .	.	11	.	6	.	.	5	3	.	.	.	.	.	.	1	1
LL.B. „ . . .	.	2	.	2		.	2	2	.	.	.	.	.	.	.	.
LL.D „ . . .	.	4	.	4	.	.	1	1	.	.	.	.	.	.	1	1
First Examination in Engineering,	.	7	.	5	.	.	3	3	.	.	.	.	.	.	.	
Second „ „	1	12	3	9	.	.	1	1	.	.	6	6	1	0	2	2
B.E. Examination, . .	.	9	.	8	.	.	3	3	.	.	3	3	.	.	3	3
M.E. „ . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
First Examination in Medicine, .	96	34	49	31	38	16	11	10	31	16	4	4	17	5	4	4
Second „ „ .	86	126	48	56	10	24	36	20	20	15	30	20	23	6	6	4
M.B. Examination, . . .	95	36	60	25	47	27	13	8	24	14	17	11	19	15	2	2

Details of the Number of Candidates who presented themselves for the several Examinations during the year 1884.

1884.	Total No. Examined.		Total No. Passed.		Queen's College, Belfast.				Queen's College, Cork.				Queen's College, Galway.			
					Queen's.		Royal.		Queen's.		Royal.		Queen's.		Royal.	
	Queen's.	Royal.	Queen's.	Royal.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
First University Examination, .	.	484	.	369	.	.	80	64	.	.	17	11	.	.		13
Second University Examination,	.	221	.	187	.	.	52	44	.	.	9	5	.	.	12	10
B.A., ...	4	126	2	98	3	1	35	29	.	.	8	6	1	1	11	10
M.A., ...	.	6	.	6	.	.	4	4	.	.	.	.	.	.	3	2
LL.B., ...	.	7	.	5	.	.	2	2	.	.	.	.	.		1	1
LL.D., ...	.	4	.	3	.	.	4	3	.	.	.	.	.	.		.
First Examination in Engineering,	.	6	.	5	.	.	6	2	.	.	1	1	.	.	1	1
Second „ „	1	7	1	5	.	.	3	3	.	.	3	1	1	1	.	.
B.E., ...	.	6	.	5	.	.	.	.	.	.	4	3	.	.	2	2
M.E., ...	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
First Examination in Medicine,	34	98	20	76	15	3	20	27	8	0	13	12	10	4	5	4
Second „ „	66	160	13	97	16	7	46	26	11	6	44	38	14	4	18	8
M.B., ...	33	83	14	62	16	8	83	16	3	3	31	20	6	0	6	5

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INDEXES.

I.—Alphabetical Index of Witnesses examined, with the numbering of the Questions and Answers of their Evidence, and the places where they were examined.

Name.	Number of Questions.	Where Examined
A.		
1. Allen, T. Taylor,	8690–8729	Dublin.
2. Allman, Geo. Johnston,	6055–6196, 6729–6785, 6912–6922	Galway.
3. Anderson, Alexander,	7290–7366	Dublin.
4. Anderson, R. J.	6660–6408	Galway.
5. Arbinster, Edmund,	3517–3564	Cork.
6. Armstrong, Geo. F.,	3174–3277	Do.
B.		
7. Banks, J. T.,	9462–9643	Dublin.
8. Blackall, P.,	4359–4673	Cork.
9. Browne, J. V.,	5315–5390	Galway.
10. Browne, S.,	930–985	Belfast.
11. Buckley, M.,	8571–8669, 8810–8817, 9241–9262	Dublin.
12. Burke, Rev. J. D.,	4011–4064	Cork.
13. Byers, J. W.,	1019–1079	Belfast.
C.		
14. Calwell, W.,	1080–1090	Belfast.
15. Campbell, J. A.,	6880–6911	Galway.
16. Carr, Right Rev. Thos.,	6487–6629	Do.
17. Charles, J. J.,	2750–2960, 4047–4057, 4735–4746	Cork.
18. Coghlan, Very Rev. J. J.	3836–3954	Do.
19. Colahan, N. W.,	5428–5492	Galway.
20. Conway, Rev. J.	1836–1876	Belfast.
21. Corby, Henry,	3070–3107	Cork.
22. Cotter, Jeremiah,	3108–3173	Do
23. Cremen, P. J.,	3017–3069	Do.
24. Crossley, T. Hastings,	1216–1268	Belfast.
25. Cruise, F. R.,	9782–9899	Dublin.
26. Cuming, J.,	669–736	Belfast.
27. Cunningham, D. J.,	7611–7706	Dublin.
28 Cunningham, R. O.,	1675–1711	Belfast.
29. Curtis, A. H.,	7142–7229	Dublin.
D.		
30. Delany, Rev. W.,	8167–8357, 8448–8511, 9900–9925.	Dublin.
31. Davies, J. Fletcher,	5522–5801	Galway.
32. Dill, R. F.,	1889–1899	Belfast.
33. Dougan, T. W.,	347–477	Do.
E.		
34. Ellis, W. E.,	8998–9004	Dublin.
35. England, John,	3611–3714	Cork.
36. Everett, J. E.,	1712–1751	Belfast.
37. Ewart, W.,	1091–1131	Do.
F.		
38. Fagan, J.,	1530–1634	Belfast.
39. Farrington, T.,	4112–4167	Cork.
G.		
40 Gordon, Alexander,	1368–1389	Belfast.
41. Graham, W.,	8143–8179	Dublin.
H.		
42. Hanrahan, E. F.,	9191–9214	Dublin.
43. Harrington, W. B.,	4328–4330	Cork
44. Harrison, J. H.,	6197–6223	Galway.
45 Hartog, Marcus M.,	4188–4263, 4546	Cork.
46 Henry, Rev. H.,	1779–1821	Belfast
47 Hodges, J. F.,	1342–1367	Do.
48. Hogan, Edm.,	4065–4097	Cork.
49. Hutch, Rev. W.,	3955 4010	Do.
J.		
50 Jack, Alexander,	3278–3516, 4264–4291, 9387–9461	Cork.
51. Jones, H. Macnaughton,	9387–9461	Dublin.
52. Johnston, Rev. Wm.,	737–754	Belfast.
K.		
53. Kenny, Rev. T.,	6630–6679	Galway.
54. Keogh, D.,	3766–3832	Cork
55. Killen, Rev. J. D.,	1310–1341	Belfast.
56. Kinkead, R. T.,	5483–5521	Galway.
57. Kirkpatrick, W. T.,	986–1016	Belfast.
58. Knight, O. F.,	8887–8997	Dublin.
L.		
59. Larmor, J.,	6402–6486, 8722–6728	Galway.
60 Leech, H. Brougham,	7230–7314	Dublin.
61. Letts, Edm. A.,	1635–1674	Belfast.
62. Lewis, B.,	2379–2436	Cork.
63. Lynch, J. J.,	9005–9169, 9215–9240	Dublin.
64. Lynham, J. J.,	5391–5427	Galway.
M.		
65. Magner, J.,	4593–4632, 4683–4734	Cork.
66. Magure, T.,	7707–7855, 8180–8186	Dublin.
67. Malet, J. C.,	2437–2522, 3577–3610, 3835	Cork.
68. Martin, Rev. W. Todd,	737 754	Belfast.
69. Meissner, A. L.,	1163–1215	Do.
70. Mills, R. H.,	3715–3765	Cork.
71. Moffett, T. W.,	4747–5181, 6933–6939	Galway.
Mc.		
72. McArdle, J. S.,	9644–9713	Dublin.
73. McKeown, W. A.,	1475–1526	Belfast.
74. McMordie, W. K.	562–668	Do.
75. McMullen, M. J.,	4574–4592	Cork.
N.		
76. Nelson, J.,	1613–1629	Belfast.
77. Nixon, Randal C. J.,	478–529	Do.
O.		
78. O'Callaghan, D.,	4658–4661	Cork.
79. O'Connor, D. C.,	2523–2587	Do.
80. O'Laverty, Rev. J.,	1822–1835	Belfast.
81. O'Neill, H.,	1563–1612	Do.
82. O'Ryan, O.,	2492–2522, 4351–4358	Cork.
83. O'Sullivan, S.,	2588–2749, 4644, 4645	Do.
P		
84. Park, J.,	1390–1410	Belfast.
85. Parker, H. R.,	530–561	Do.
86. Pearson, C. Y.,	3164–3178	Cork.
87. Perry, J.,	6827–6679	Galway.
88. Porter, Rev. J. Leslie,	1–232, 1163–1167, 1914–1924	Belfast.
89. Purser, J.,	811–923, 1132–1162, 1269–1280	Do.
90. Pye, J. P.,	5182–5314, 6022–6054, 6786–6826	Galway.
R		
91. Redfern, P.,	233–346, 1877–1888	Belfast.
92. Reffé, Rev. J. E.,	7856–8142, 8730–8809,	Dublin.
93. Reid, J. Seaton,	1925–1943	Belfast.
94. Ridgway, W.,	2307–2578	Cork.
95. Rocha, J.,	9171–9190	Dublin.
96. Rowney, T. H.,	6680–6721	Galway.
S.		
97. Sandford, A. W.,	3565–3576	Cork.
98. Shaw, J. J.,	8318–8447	Dublin.
99. Simpson, M.,	4292–4327	Cork.
100. Sinclair, T.,	783–810	Belfast.
101. Smith, Alexander,	9263–9355	Dublin.
102. Smith, D. R. P.	4562–4667	Cork.
103. Smith, J. W.,	1529–1562	Belfast.
104. Starkie, W. J. M.,	8825–8886	Dublin.
105. Stoker, W. Thornley,	7453–7610, 9714–9761	Do.
106. Sullivan, W. K.,	1944–2906, 4633–4643, 4680–4682, 8818–8824, 9170	Cork. Dublin.
T.		
107. Taylor, Sir David,	925–929	Belfast.
108. Thompson, D'Arcy W.,	5802–6021	Galway.
109. Thomson, W.,	8512–8570	Dublin.
110. Townsend, E. R.,	2961–3016	Cork.
111. Townsend, E.,	6224–6359	Galway.
112. Tyrrell, R. Y.,	7394–7452	Dublin.
W.		
113. Walsh, Rev. W. J.,	6940–7141, 9354–9386	Dublin.
114. Webster, Rev G.	4098–4111	Cork.
115. Whitaker, H.,	1900–1913	Belfast.
116. White, W.,	1411–1474	Do.
117. Whitlegge, W. A.,	4668–4677	Cork
118. Wylie, J.,	1752–1776	Belfast.
Y.		
119. Yonge, C. D.,	1281–1309	Belfast.

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II. Index of Witnesses according to the order in which they were examined, showing also the places and dates of their examination.

Note.—Witnesses unconnected with the Colleges are marked with an asterisk.

Belfast.

Tuesday, June 3, 1884.

Name of Witness.	Questions.
Rev. J. Leslie Porter,	1–232
Professor Redfern,	233–346
Professor Dougan,	347–477
*Randal C. J. Nixon,	478–529
*Henry R. Parker,	530–561

Wednesday, June 4, 1884.

W. K. M'Mordie,	562–668
Professor Cuming,	669–736
*Rev. William Johnson,	737–754
Rev. W. Todd Martin,	755–782
Thomas Sinclair,	783–810
Professor Purser,	811–924
*Sir David Taylor,	925–929
Samuel Browne,	930–985
W. T. Kirkpatrick,	986–1018
John W. Byers,	1019–1079
W. Calwall,	1080–1090
*W. Ewart, M.P.,	1091–1131
Professor Purser,	1132–1162
Rev. J. Leslie Porter,	1163–1167

Thursday, June 5, 1884.

Professor Meissner,	1168–1215
Professor Crossley,	1216–1268
Professor Purser,	1269–1280
Professor Yonge,	1281–1309
*Rev. W. D. Killen,	1310–1341
Professor Hodges,	1342–1367
Alexander Gordon,	1368–1389
Professor Park,	1390–1410
William Whitla,	1411–1474
William A. M'Keown,	1475–1528
J. W. Smith,	1529–1562
Henry O'Neill,	1563–1612
Joseph Nelson,	1613–1629
John Fagan,	1630–1634
Professor Letts,	1635–1674
Professor R. O. Cunningham,	1675–1711
Professor Everett,	1712–1751
John Wylie,	1752–1778
*Rev. H. Henry,	1779–1821
*Rev. James O'Laverty,	1822–1835
*Rev. John Conway,	1836–1876
Professor Redfern,	1877–1888
Professor Dill,	1889–1899
Henry Whitaker,	1900–1913
Rev. J. Leslie Porter,	1914–1924

Friday, June 6, 1884.

Professor Seaton Reid,	1925–1943

Cork.

Saturday, June 7, 1884.

President Sullivan,	1944–2306
Professor Ridgway,	2307–2378
Professor Lewis,	2379–2436
Professor Malet,	2437–2491
Professor O'Ryan,	2492–2522

Monday, June 9, 1884.

Professor O'Connor,	2523–2587
Professor O'Sullivan,	2588–2749
Professor Charles,	2750–2960
E. R. Townsend,	2961–3016
P. J. Cremen,	3017–3069
Professor Corley,	3070–3107
Jeremiah Cotter,	3108–3153
C. Y. Pearson,	3154–3173
Professor Armstrong,	3174–3277
Professor Jack,	3278–3516
*Edm. Arblaster,	3517–3564
A. W. Sandford,	3565–3578

Tuesday, June 10, 1884.

Name of Witness.	Questions.
Professor Malet,	3577–3610
Professor England,	3611–3714
Professor Horner Mills,	3715–3765
Denis Keogh,	3766–3834
Professor Malet,	3835
*Very Rev. J. J. Canon Coghlan,	3836–3954
*Rev. W. Hutch,	3955–4010
*Rev. J. D. Burke,	4011–4064
*Edmund J. Hogan,	4065–4097
Very Rev. G. Webster,	4098–4111
Thomas Farrington,	4112–4167
Professor Hartog,	4168–4263
Professor Alexander Jack,	4264–4291
Professor Maxwell Simpson,	4292–4327
W. B. Harrington,	4328–4350
Professor O'Ryan,	4351–4358
Patrick Blackall,	4359–4573
Michael J. M'Mullen,	4574–4592
James Magner,	4593–4632
President Sullivan,	4633–4643
Professor O'Sullivan,	4644–4845
Professor Hartog,	4646
Professor Charles,	4647–4657
D. O'Callaghan,	4658–4661
D. R. P. Smith,	4662–4667
W. A. Whitlegge,	4668–4677
President Sullivan,	4680–4682
James Magner,	4683–4734
Professor Charles,	4735–4746

Galway.

Thursday, June 12, 1884.

President Moffett,	4747–5181
Professor Pye,	5182–5314
Professor Browne,	5315–5390
Professor Lynham,	5391–5427
Professor Colahan,	5428–5482
Professor Kinkead,	5483–5521

Friday, June 13, 1884.

Professor Davies,	5520–5801
Professor D'Arcy W. Thompson,	5802–6021
Professor Pye,	6022–6054
Professor Allman,	6055–6108
J. H. Harrison,	6197–6223
Professor Edward Townsend,	6224–6359
Professor Anderson,	6360–6408
Professor Larmor,	6409–6486

Saturday, June 14, 1884.

*Right Rev. Thomas Carr, D.D.,	6487–6629
*Rev. T. Kenny,	6630–6679
Professor Rowney,	6680–6721
Professor Larmor,	6722–6728
Professor Allman,	8729–6785
Professor Pye,	6786–6826
James Perry,	6827–6879
J. A. Campbell,	6880–6911
Professor Allman,	6912–6922
President Moffett,	6923–6939

Dublin.

Saturday, June 21, 1884.

*Very Rev. William J. Walsh, D.D.,	6940–7141
Arthur Hill Curtis,	7142–7229
Professor H. Brougham Leech,	7230–7314
Alexander Anderson,	7315–7393

Monday, June 23, 1884.

*Professor Tyrrell,	7394–7452
W. Thornley Stoker,	7453–7610
*Professor D. J. Cunningham,	7611–7706

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Name of Witness.	Questions.
Professor Maguire,	7707–7855
*Rev. J. E. Reffé,	7856–8142
Professor Graham,	8143–8179
Professor Maguire,	8180–8186
Tuesday, June 24, 1884.	
*Rev. William Delany, S.J.,	8187–8357
J. J. Shaw,	8358–8447
*Rev. William Delany, S.J.,	8448–8511
William Thomson,	8512–8570
Wednesday, June 25, 1884.	
*M. Buckley,	8571–8689
T. Taylor Allen,	8690–8729
*Rev. J. E. Reffé,	8730–8809
*M. Buckley,	8810–8817
President Sullivan,	8818–8824
*William J. M. Starkie,	8825–8886
C. F. Knight,	8887–8997
*W. E. Ellis,	8998–9004
J. J. Lynch,	9005–9169
President Sullivan,	9170
John Roche,	9171–9190
E. F. Hanrahan,	9191–9214
J. J. Lynch,	9215–9240
Thursday, June 26, 1884.	
*M. Buckley,	9241–9262
Alexander Smith,	9263–9353
*Very Rev. W. J. Walsh, D.D.,	9354–9386
H. Macnaughton Jones,	9387–9461
Thursday, August 7, 1884.	
*J. T. Banks,	9462–9643
*J. S. M'Ardle,	9644–9713
W. Thornley Stoker,	9714–9761
*F. R. Cruise,	9762–9899
*Rev. W. Delany, S.J.,	9900–9925

INDEX OF DOCUMENTS.

APPENDIX III. A.

DOCUMENTS PREPARED by the COMMISSION, and DOCUMENTS FURNISHED at the REQUEST of the COMMISSION.

No.		Page
1.	Paper of Queries sent by the Commission to the Queen's Colleges,	357
2.	Returns by Queen's College, Belfast, in answer to No. 1,	387
3.	Do. Cork, Do.	400
4.	Do. Galway, Do.	408
5.	Details of part of Return to Query VII., relating to the three Colleges,	409
6.	Paper of Queries sent by the Commission to the Royal University,	410
7a.	Letter and Returns in answer to No. 6,	414
7b.	Returns I. and II. (1), in answer to No. 6, as corrected by the authorities of the three Colleges,	
8a.	Return furnished by Royal University, showing for the years 1877 to 1881 the number of candidates who passed, and the number who were rejected at the various Queen's University Examinations,	415
8b.	Return furnished by the three Colleges from their own Records of the number of Candidates who *passed* the various Examinations in the years 1877 to 1881,	416
9.	Number of Candidates who claimed in 1882 and 1883 to be examined under Queen's University Regulations,	416
10.	Number of Candidates who obtained their Degrees, &c., in the Queen's and Royal Universities, and who entered for the Competitive Examinations for Commissions in the Army Medical Department during the years 1880 to 1884, inclusive, distinguishing their qualifications both medical and surgical, and showing the number who passed for vacancies,	417

APPENDIX III. B.

DOCUMENTS handed in by VARIOUS WITNESSES and RECEIVED in EVIDENCE by the COMMISSION, with a REFERENCE to that part of the MINUTES of EVIDENCE (Appendix II.), where such DOCUMENTS are alluded to.

Documents handed in at Queen's College, Belfast.

		Page
1.	List of Queen's College, Belfast students who gained distinctions, &c., in their after life.—Qq. 135, 208, 241,	417
2.	List of sundry Students, Queen's College, Belfast, who obtained since January 1st, 1881, distinctions in Universities other than the Royal University.—Q. 1167,	421
3.	Number of Students on Class Rolls, Queen's College, Belfast, for ten years ending 1883–4.—President Porter's evidence,	423
4.	Class Fees for same period,	423
5.	Supplement to evidence of President Porter.—Qq. 230, 1915,	423
6.	Arts Students at Queen's College, Belfast, according to classes, for five years ending 1883–4.—Q. 241,	425
7.	Number of Medical Students at Queen's College, Belfast, from year 1859 to 1884.—Q. 241,	425
8.	Table of average amount of Students' Fees, Queen's College, Belfast, for the two years preceding and two years following dissolution of Queen's University.—Qq. 243, 284, 286,	426
9.	Actual Fees received by Professors Queen's College, Belfast, for last five years.—Qq. 243, 284–6,	426
10.	Comparative table of Medical Fees payable under the Queen's and Royal University systems.—Q. 1877,	427
11.	Comparative table of Medical Fees payable at Queen's College, Belfast, and in certain other licensing bodies.—Q. 1877,	428
12.	Explanation with reference to certain Medical Students appearing in Belfast Returns.—Appendix III. A, No. 2, under the heading "Medicine," and in the column headed "Matriculation."—Q. 1887,	428
13.	Analysis of Diseases treated in Medical Ward, Belfast, Royal Hospital, 1883.—Q. 1449,	429
14.	Do. do. do. do. Surgical Ward,	429
15.	Table of Belfast Hospitals usually utilised for clinical teaching. Handed in by Dr. Whitla.—Evid. 1411–1474.	430

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No.	*Documents handed in at Queen's College, Cork.*	Page
16.	List of Students who obtained places in the Indian, Army and Navy Medical Service Examinations.—Q. 2119,	430
17.	List of College Scholars, and subsequent distinctions gained by them.—Q. 2140,	433
18, 19 & 20.	Tables showing the number of Candidates who passed (α) Matriculation, (β) first, and (γ) second University Examinations of the Royal University, divided according to Provinces, and showing the number who have obtained Honours in each of the principal subjects.—Q. 8843,	462
21.	Memorandum of improvements recently made in Queen's College, Cork. President Sullivan's evidence,	463
22*a* & 22*b*.	Classified Returns of the patients admitted to Cork North Infirmary for 1882 and 1883.—Q. 2589,	467
23.	Table of Cork Hospitals, their size, attendance, number of beds, &c.—Q. 2592,	469
24*a* & 24*b*.	Classified Returns of Medical and Surgical cases admitted to Cork South Infirmary during year 1883.—Q. 3012,	469
25.	Cork Fever Hospital Returns, 1883.—Q. 3116,	470
26.	Analysis of Students of Books of Queen's College for the year 1883–4.—Q. 3427,	471
27.	Cork Ophthalmic Hospital Returns, 1883. Handed in by Dr. Sandford,	471
28.	Memoranda handed in by Very Rev. Dr. Webster.—Q. 4008,	472
29.	Diagram showing the fluctuations of the numbers attending the Queen's University from 1850 to 1884.—Q. 4262, *To face page*	472
30.	Table showing proportion of Passes in London University to total number of Students attending University College, London, and Owens College, Manchester.—Q. 4249,	473
31.	Table handed in by Mr. Blackall comparing certain courses of Royal University and Queen's College.—Q. 4419,	473
32.	Description of Physiological Laboratory. Handed in by Dr. Charles,	474
	Documents handed in at Queen's College, Galway.	
33.	Appointments and Distinctions obtained by Queen's College, Galway, Students at Competitive Examinations, &c. Dr. Moffett's Evidence.—Q. 4942,	475
34.	Report of Galway Clinical Lectures. Dr. Pye's Evidence.—Qq. 5234, 5275,	479
35.	County Galway Infirmary Returns. Dr. Pye's Evidence,	479
36.	Anatomy and Physiology Classes, Queen's College, Galway, for 1877 to 1884. Dr. Pye's Evidence.—Q. 5789,	480
37.	Tabular view of accommodation and cases treated in the Galway Town Hospital, together with a Classified Return. Handed in by Dr. Colahan,	480
38.	Descriptive statement regarding the Obstetric Museum. Handed in by Dr. Kinkead,	481
39.	Table of Pass and Honour men in Mathematics from 1878 to 1884. Dr. Allman's Evidence.—Q. 6061, *et seq.*,	481
40.	Galway Science Scholarship marks, 1880–4.—Q. 6097, *et seq.*,	482
41.	Tabular statements showing the numbers of Students of Queen's College, Galway, who passed Royal University Examinations in 1882 and 1883, in the several Faculties, with the Honours and Exhibitions gained. Handed in by Dr. Townsend,	482
42.	Return showing total number of Students in each Faculty, and total number who passed Sessional Examinations in the five years previous to 1884,	483
43.	Literary Scholarship marks, 1880–4.—Q. 6358,	484
44.	Report of Natural Philosophy Department. Handed in by Professor Larmor,	484
45.	Detailed Academic History of Medical Students attending Queen's College, Galway, in session 1883–4,	485
46.	Dr. Walsh's Statement and Ten Tables,	487
47.	Dr. Walsh's additional Tables,	498
48.	Blackrock University College. Returns of the University Examinations and distinctions in after life of Students,	502
49.	Personal Explanation of J. J. Hanly.—See Qq 7893, *et seq.*,	504
50.	Fr. Delany's Tables,	505
51.	Extract from *Medical Times*, March 8, 1884.—Q. 9172,	511
	APPENDIX III. C.	
1.	Resolution Cork Town Council,	512
2.	Resolution and names of deputation of Queen's College, Cork, Graduates,	512
3.	Memorial of Inhabitants of Cork,	512
4.	Resolution of Galway Town Commissioners,	513
	ADDENDA.	
1.	Royal University Examinations, 1884, with regard to Queen's Colleges,	514
2.	The previous set of Tables as corrected by the Queen's Colleges authorities,	516
3.	Letter and Table presented by President, Queen's College, Cork,	517
4.	Royal University Tables of Individuals presenting themselves and passing for various Examinations in 1882, 1883, and 1884, distinguishing those under Queen's University and Royal University Regulations,	519

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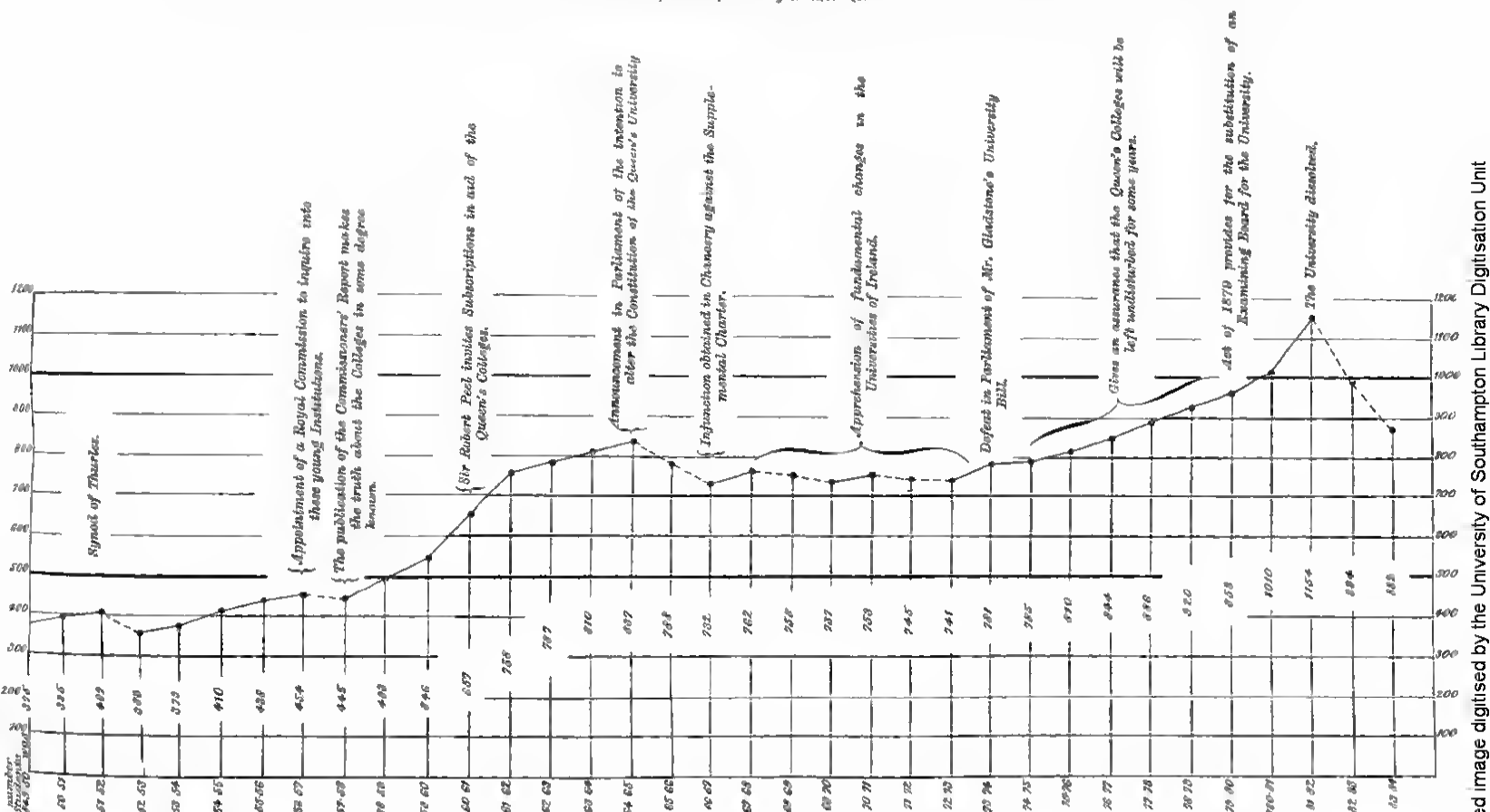
QUEEN'S COLLEGES (IRELAND) COMMISSION.

APPENDIX III. B, *No.* 29.

Referred to in evidence of PROFESSOR HARTOG, q.q. 4,261, 4,263.

DIAGRAM OF THE FLUCTUATIONS IN THE NUMBERS OF STUDENTS ATTENDING THE QUEEN'S COLLEGES WHILE THEY REMAINED COLLEGES OF A TEACHING UNIVERSITY, AND SINCE ITS DISSOLUTION.

The heights of the dots represent the number attending in the successive Sessions. Lines of retrogression are marked by a dotted line, and an unbroken line extends over the periods of recovery or advance.



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